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1935

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A HISTORY OF THE DEVELOPMENT OF SECONDARY EDUCATION

IN

WASHINGTON, D. C.

SUBMITTED BY

GERTRUDE LEE WATKINS

(S. B. HOWARD, 1924)

IN PARTIAL FULFILLMENT OF REQUIREMENT FOR THE
DEGREE OF MASTER OF EDUCATION

1935

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BOSTON UNIVERSITY
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THESIS

A HISTORY OF THE DEVELOPMENT OF SCHOOL MANAGEMENT

IN

AMERICA, D. C.

PREPARED BY

JOHN W. HARRIS

(M. A. 1932, 1934)

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

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HISTORY OF THE DEVELOPMENT OF SECONDARY EDUCATION
IN
WASHINGTON, D. C.

Chapter I. Historical Background

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1. Captain John Smith
2. Henry Fleet
3. Leonard Calvert

B. Early Settlement

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2. Alexandria
3. Georgetown

C. The Founding of Washington

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 - a. Part Played by Washington and Jefferson
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D. Nature of the Population

E. Manners and Customs

F. The Condition of the City

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CHAPTER I

HISTORICAL BACKGROUND.

A. The Early White Explorers.

The place of the Potomac Region in American History is one which has been cited often by historians and its annals teem with illustrious names and happenings of this section. In order to trace development made in any field, it is necessary to know something of the people.

As early as 1608 the Potomac Region was probably visited by Captain John Smith. Some historians doubt this as Smith's narratives are not given credence as accepted facts. It is known from records in history that he had a restless spirit which no doubt drove him into adventure and exploration.

It is thought that Smith with fourteen companions explored the Potomac Region and went up the river as far as Little Falls⁽¹⁾. The party consisted of a physician, six gentlemen and seven laborers. They were hospitably received by the native Indians belonging to the Monchoacs and the Monacans tribes. Captain Smith made a map of the lower Chesapeake region that is remarkably accurate and he left stories regarding adventure with the Indians.⁽²⁾ He cites: "The fourth

(1) MacFarland, Henry B., Historical Sketch of Washington, D. C., p. 5

(2) Arber, E., Works of Captain John Smith, p. 326

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(1) Macfarland, Henry B., Historical Sketch of Washington, D. C., p. 8.

(2) Archer, E., Works of Captain John Smith, p. 232.

river called the Potawonecc, six or seven myles in breathe, is navigable 140 myles, and fed as the rest with many sweet rivers and springs which fall from bordering hills. These hills, many of them are planted and yield no lesse plentie and varities of fruit, then the river exceedth with abundance of fish." Captain Smith also tells of being entertained near the present site of Mount Vernon; at Toage which appears on his map as Tauxent on the Virginia side of the river; at Maysones, opposite on the Maryland side and at Nacotchtanke, which was situated within what is now the District of Columbia.

At the time of Smith's exploration there were twenty tribes of Indians living in what is now Maryland and Virginia. The Manchoas and Monacans were continuously at war with the Powhatans who without a doubt occupied the present site of the District of Columbia.

Henry Fleet was probably the next white man to reach the Potomac Region. He was an Englishman and was engaged in the fur trade. He reached New England in September, 1631, and came to Virginia in October, 1631. He spent some time in the little Indian town of Yowaccince which was at the mouth of the Potomac River. In June 1632, he ventured up the river as far as the falls, four miles from the present site of Washington.

(1) Proctor, John Clagett and William, Melvin, Washington, Past and Present, p. 16

(2) Crew, Harvey W., Centennial History of the City of Washington, p. 57

(3) Proctor, John C. and Melvin William, Washington, Past and Present, pp. 17-18

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- (1) Proctor, John O. and Melvin William, Washington, Past and Present, p. 15
(2) Crew, Harvey W., Geographical History of the City of Washington, p. 37
(3) Proctor, John O. and Melvin William, Washington, Past and Present, pp. 17-18

He gave a very good description of the section, calling attention to the fact that it was a pleasant and healthful place, convenient for habitation, the climate temperate and not violent in winter. There is evidence to show that he was on trading terms with the Nacoctines or Anacoctines tribe, whose name is that of the eastern branch of the Potomac. He stayed with the Indians for five years and was found by Leonard Calvert, who had been sent over from England by his brother, Lord Baltimore, with an expedition.⁽¹⁾ Fleet's description of the upper Potomac country was responsible for attracting many emigrants. Fleet became a member of the Maryland House of Assembly in 1638 and of the Virginia House of Burgesses. He lived near the mouth of the Potomac River, the locality being known as Fleet's Point.

Lord Baltimore was given a patent from Charles I, in 1632 for a large boundary of land inclosing the Northern half of the Chesapeake Bay.⁽²⁾ Calvert died before the grant was consummated and the charter was issued to his son Cicilius, the second Lord Baltimore. Lord Baltimore was made the proprietor of a large province. This province was given the name of Maryland, in honor of queen Henrietta Maria. The province extended from the Potomac on the South to the fortieth parallel on the North, from the Atlantic Ocean westward to the

(1) Chitwood, Oliver Perry, A History of Colonial America,

p. 99
(2) Ibid, p. 98

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(1) Calvert, Oliver Perry, A History of Colonial America,
p. 93
(2) Ibid, p. 98

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Lord Baltimore sent out an expedition of about two hundred gentlemen in charge of his two borthers⁽¹⁾. They reached the Potomac River March 5, 1634 and went up the stream and founded the town of St. Marys. They explored the region farther up the stream and Father White, a Jesuit priest wrote: "This is the sweetest and greatest river I have seen, the Thames is just a little finger to it."⁽²⁾ On the Piscataway Creek, where the Indians who were armed, assembled upon the shores, Calvert found Henry Fleet who was acting as an interpreter. Fleet established amicable relations between the new comers and the Indians--but Calvert decided that this point was too far up and returned to Blackistone's Island taking Fleet with him.

B. The progress of Maryland and Virginia was slow and not until the seventeenth century was passed did the upper reaches of the Potomac, the back country, begin to show indication of great development by the white settlers. The religious and political disturbances in Great Britain served to send forth to the new country representatives of the best families and we find many elements contributing to the racial strains of these people in the Potomac Region. The growing

(1) Swepson, Earle, The Chesapeake Bay Country, p. 111

(2) Proctor, John C. and Melvin William, Washington, Past and Present, p. 29

(3) Bryan, Wilhelmus B., History of National Capital, p. 46

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(1) Swenson, Marie, The Chesapeake Bay Country, p. 111
(2) Proctor, John C. and Melvin William, Washington, East and
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(3) Byrnes, William H., History of National Capital, p. 48

trade among the colonies led to the opening trading centers in charge of representatives of great English houses and this helped along the growth of such towns as Bladensburg, Georgetown and Alexandria. As the seventeenth century closed and during the early years of the eighteenth century, many emigrants from England, Scotland and Ireland passed up the Chesapeake Bay and established along the Potomac. The Scotch established a settlement at Denifries and left a trace of their influence in the name "New Scotland Hundred," one of the political divisions of Charles County, created in 1696 and is included in the present territory of the District of Columbia.⁽¹⁾

A wave settlement began before 1688 which can be seen from some of the patents granted. The land upon which the White House was built was patented to William Langworth, July 5, 1681. Blue Plains, within the District of Columbia and on the south side of the eastern branch, was patented to George Thompson in 1662. Duddington's Pasture, northward beyond Capitol Hill was conveyed by George Thompson to Thomas Notley in 1681 for a consideration of "forty thousand pounds of tobacco."⁽²⁾ These patents show the activity in this region.

Bladensburg was known as early as 1703 as Garrison's Landing. It did not develop as fast as the other places in

(1) Proctor, John C., Washington, Past and Present, p. 18

(2) Ibid, p. 18

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(1) Freeston, John G., Washington, Past and Present, p. 18
(2) Ibid., p. 18

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Georgetown played an important part in the development of the Capital City. It was laid out in 1749, but as early as 1703 there was a landing on the Georgetown side of Rock Creek, where it entered the Potomac. Georgetown developed rapidly after the Revolutionary War and the town was chartered in 1789. It was named in honor of George II.

The three places were important from the fact that they were ports of entry for emigrants and trade bound for the Ohio region. The only other highway into the Ohio Valley and beyond was by the way of Philadelphia and Pittsburgh. As time passed the development of Alexandria and Georgetown was very fast and the people in these places began to play an important part in the history of the country.

C. THE FOUNDING OF WASHINGTON

1. Reason for

Many reasons made it necessary for the Government of the United States to have a permanent seat for the National Government. The important ones being the fact that unless some

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Leading up to the desire for a fixed place, the occurrence of March 10, 1783 no doubt had its influence upon the situation.
(2) An anonymous letter was circulated among the field officers of the army calling for a meeting. This letter was for the purpose of a remonstrance to Congress for its failure to provide payments for the soldiers soon to be discharged from their military service. Washington was afraid of a civil war
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(1) Washington, National Capital, Senate Document 3232--Prepared by Hans P. Calmmer

(2) Proctor, John C., Washington, Past and Present, p. 26

(3) Martin, Asa Earle, History of the United States, pp. 45-46

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(1) Washington, National Capital, Senate Document 3883-Prepared by Hans F. Galtner
(2) Proctor, John C., Washington, Past and Present, p. 26
(3) Martin, Ann Earle, History of the United States, pp. 43-44

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other place." The result was Congress humiliated and dis-credited crossed the Delaware and established the seat of government in the college building at Princeton University. It was here that Congress resolved itself into a committee to take into consideration the permanent residence question and the actual discussion began in October, 1783.

In the year and a half after leaving Philadelphia Congress sat in three places. This moving was due to lack of accommodation and to inconvenience to its members. It was said that the members at times were crowded too much for comfort or to carry on the public business with advantages. This moving from place to place was looked upon as weakness in government and every thing pointed to the need of a
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2. Selecting The Site and Planning The City

In October, 1784 Congress at Trenton appointed three commissioners to lay out a district between two or three
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miles on the Delaware for a Federal City. The commissioners were appointed, but here the proceedings under the Act seemed to have ended. Later an attempt was made to substitute the
(4)
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(1) Proctor, John C. and Williams, M., Washington, Past and Present, p. 26

(2) Bryan, Wilhelmus B., History of National Capital, p. 12

(3) Proctor, John C. and Williams, Melvin, Washington, Past and Present, p. 29

(4) Bryan, Wilhelmus B., History of National Capital, p. 18

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(3) Proctor, John C. and Williams, Melvin, Washington, Past
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(4) Bryan, Wilhelmus B., History of National Capital, p. 18

By this time the movement toward the coming together of the delegates that were to form the convention which formed the Constitution was well under way. (1) On February 21, 1787 a resolution adopted by Congress for calling such a convention and on September 17, 1787 the constitution transmitted to Congress by the convention and the former body submitted it to the states for action. Under the ratification of the instrument one of the duties of Congress was to select a place where the new body should meet for the purpose of putting the new government into operation. A provision for a district under the exclusive legislation of Congress ten miles square was made a part of the constitution and appears among the enumerated powers of Congress. (2) The first section relating to the district in the Constitution is in the draft submitted by Charles Pinckney (on the 29th of May, 1787) It reads: "Congress shall have the power to exercise legislation in all cases whatsoever over such a district."

The first Congress under the new constitution met in New York in 1789 and we find many problems facing it. It gave long and careful consideration to the residence subject. The Susquehanna and Potomac sites became rivals. On September 22, 1789, after many days of debate, Congress passed a bill

(1) Proctor, J. C., and Williams, Melvin, Washington, Past and Present, page 29

(2) Bryan, Wilhelmus B., History of National Capital, pp. 19-20, Vol. I, 27-33

By this time the movement toward the coming together of the delegates that were to form the convention which formed the Constitution was well under way. On February 21, 1787 a resolution adopted by Congress for calling such a convention and on September 17, 1787 the constitution transmitted to Congress by the convention and the former body submitted it to the states for action. Under the ratification of the instrument one of the duties of Congress was to select a place where the new body should meet for the purpose of putting the new government into operation. A provision for a district under the exclusive legislation of Congress ten miles square was made a part of the constitution and appears among the enumerated powers of Congress. The first section relating to the district in the Constitution is in the draft submitted by Charles Pinckney (on the 29th of May, 1787) it reads: "Congress shall have the power to exercise legislation in all cases whatsoever over such a district."

The first Congress under the new constitution met in New York in 1789 and we find many problems facing it. It gave long and careful consideration to the residence subject. The Maryland and Potomac sites became rivals. On September 22, 1790, after many days of debate, Congress passed a bill

(1) Foster, J. C., and Williams, Melvin, Washington, Past and Present, page 29
(2) Bryan, William E., History of National Capital, pp. 12-20, Vol. I, 27-32

naming the Falls of the Susquehanna as the permanent place and New York as the temporary place. This measure was amended in the Senate by substituting the name of Germantown. The Senate rejected an amendment naming a location on the northern bank of the Potomac. The vote on Germantown was a tie and Vice-President Adams, by his vote, determined the question in the affirmative which was in favor of Germantown. The matter was not settled and it went back to the House, but it was too late and the matter went over to the next Congress.

When Congress met again many flattering propositions
(1)
were laid before it. Virginia and Maryland passed Acts in 1789 which gave a district to Congress for the location of the National Government. The Virginia Act promised to advance a sum of money not exceeding \$120,000 toward erecting public buildings and Maryland agreed to furnish \$72,000. These obligations were met when the time came. After some days the Residence Bill was passed by the Senate, by a vote of 14 to 12, and forwarded to the House where it was formally announced that: "The Senate has passed a bill entitled an act for establishing the Temporary and Permanent Seat of Government of the United States." During the debate, an effort was made to strike out the word "Potomac" and insert instead "Delaware at a place below the Falls thereof." This was voted

(1) Proctor, John C., Washington, Past and Present, p. 32

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(1) rejected, John C. Washington, Yeas and Nays, p. 32

down and finally the measure was passed by a vote of 32 to 29. It was engrossed and signed by the Speaker on July 16, 1790 and with the addition of the President's signature became a law July 16, 1790. ⁽¹⁾ Thomas Jefferson and Hamilton helped to gain the victory for the Potomac Region by giving their support to the Assumption Bill. James Madison was also one of the advocates for the Potomac site and took an active part in settling the differences between the two sections. He pointed ⁽²⁾ out the advantage of the site finally selected.

George Washington had a keen vision for the future when he used his influence in locating the Federal City. He lived at Mount Vernon and had frequently visited Georgetown. He noted the beauty of the broad plateau upon which the capital now stands and when the psychological moment came he used his influence to place the Capital upon the Potomac. Thomas Jefferson, one of the few genuine spokesmen for democracy, aided Washington in many ways.

The Residence Bill became a law July 16, 1790, provided that Congress was to meet December 1790 in Philadelphia, and it was ordered that all offices attached to the seat of government shall be removed and to remain there until the first Monday in December in the year 1800.

(1) Bryan, Wilhelmus B., History of National Capital. p. 32
(2) Proctor, John C., Washington, Past and Present, 36.

and finally the manuscript was passed as a vote of 25 to 20.
It was approved and signed by the Speaker on July 25, 1900
and with the addition of the 25th Amendment passed a
law July 25, 1900. Thomas Jefferson and James Madison
got the majority for the Federalists in 1787, their sup-
port of the Constitution Bill. James Madison was also one of
the advocates for the Federalists and took an active part in
settling the differences between the two sections. He assisted
and the language of the Bill finally passed.

George Washington was a great patriot for the United States
he used his influence in forming the Federal Bill. He lived
at Mount Vernon and had a great library. He
wrote the treaty of the Great Britain upon which the nation
now stands and when the revolutionary war was over he
influenced the nation the capital upon the Federal Bill. Thomas Jef-
ferson, one of the first great presidents of the country, signed
Washington in 1789.

The Constitution Bill passed a law July 25, 1900, providing
that Congress was to meet in 1900 in Philadelphia, and
it was decided that all cities attached to the Bill of 1787
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[1] By the Bill of 1787, the Bill of 1787, the Bill of 1787,
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Washington came to Georgetown from Mount Vernon in October, 1790 and with the principal citizens set out to view the country and to decide on the proper location. In December he discussed the matter with Thomas Jefferson, his Secretary of State. Washington's plan was magnificent, Jefferson, however, would have been contented with little, but they finally agreed upon a plan. Washington appointed a commission consisting of Thomas Johnson, Daniel Carroll and Dr. David Stuart, who, under his direction, were to survey the district, accept and purchase land on the eastern side of the river and to provide suitable buildings for the accommodation of Congress, President, and Executive Department. The commissioners were men of distinguished records having served their country before.

Washington through Jefferson instructed Andrew Ellicott, a surveyor to proceed by the first stage to the Federal Territory and make a survey of it. He arrived at Georgetown, March 12, 1791 and brought with him Benjamin Banneker, a Negro whose ability as a surveyor was of great worth.

Charles L'Enfant was appointed by Washington to prepare

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- (1) Proctor, John C., Washington, Past and Present, 36
(2) McFarland, Henry B., Historical Sketches of Washington, D.C.
(3) Georgetown Weekly, March 12, 1794

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- (1) Proctor, John C., Washington, Past and Present, 30
 - (2) Morland, Henry B., Historical Sketches of Washington, D.C.
 - (3) Georgetown Weekly, March 12, 1791

(1)
a plan for the city. Major L'Enfant's plan comprised broad transverse streets, avenues, numerous open squares and circles, triangular reservations and parks. The locations of the public buildings were indicated upon a spacious scale. The plan met the approval of President Washington and Secretary Jefferson and was finally adopted and L'Enfant was engaged to superintend its execution. Andrew Elliott of Pennsylvania was appointed his assistant.

L'Enfant was tempermental and was soon at odds with the commissioners who had been appointed to aid in the work. He was dismissed by Thomas Jefferson and for years was not rewarded for his services. In 1810 the Act of May 10 of the Senate and House of Representatives, authorized and directed the treasury to pay him \$666.00 with interest for his service in laying out the plans for the city of Washington.

The commissioners and friends of Washington were determined to perpetuate the name which is inseparable from the history of the Nation, and the Federal City was soon known as the City of Washington and this appeared on the corner stone of the Capitol in 1793. It was unfortunate that Washington did not live to see his plans completed--he builded better than he knew.

(1) Crew, Harvey W., Centennial History of the City of Washington, pp. 99-100.

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In 1790 President Adams in his message to the Sixth Congress called attention to the Residence Law, which provided that the session of that body should begin in the new city on the first Monday in December, 1800. President Adams arrived in the National Capital June 6, 1800 and was met by a large crowd on horseback and was escorted to the city where he was received with pleasure and veneration. ⁽¹⁾ On June 5, 1800, in the chamber of the House of Representatives, Capitol Hill, he acknowledged the welcome of the people and said: "I congratulate you on the blessings which Providence has pleased to bestow in a particular manner on this situation and especially on its destination to be the permanent seat of Government of the United States."

The dream of the men who saw what it would mean to have a permanent seat of government was realized when after years of bitter dispute the location on the Potomac became the National Capital. Washington stands as a monument to the efforts of these great founders.

D. Nature of the Population

Many old and distinguished families were found in the Potomac region in those early days. It was not the wild region that many thought. George Washington lived at Mount ^{Vernon}

(1) Proctor, John C. and Williams, M., Washington, Past and Present, p. 67

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not many miles from Alexandra and throughout the section were found many well kept plantations of the traditional type of colonial virginia and provincial Maryland.

Society was composed of a number of classes--the large and small planters, both owning slaves, and the poorer whites. The lines between the classes were not clearly marked, for (1) they shaded into each other. Each large plantation was a little community which produced every thing that was needed. Many families of good British stock could be found within or near (2) the ten miles square which became the District of Columbia. Some of these families lived as country gentlemen as far as their primitive surroundings would allow. In many cases they sent their sons to England to be educated. The members of these families intermarried and kept up a constant exchange of courtesies and festivities.

Many people living in this region had taken an active part in the affairs of the Nation. David Carroll is an example of a fine specimen of a country gentleman. He owned Duddington Manor when the District of Columbia was surveyed in 1791. He was a delegate from Maryland to the Continental Congress, 1780-84, and was a signer of the Articles of Confederation and also of the Constitution of the United States. He was appointed

(1) Smith, Royall B., History of Virginia, p. 107

(2) Proctor and Williams, Washington, Past and Present, p. 21

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(1) Smith, Royal B., History of Virginia, p. 107
(2) Proctor and Williams, Washington, Past and Present, p. 21

one of the commissioners for surveying the District of Columbia. He resided upon his farm in a substantial way and for his day
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in an elegant residence.

David Burns was another type living in this section. He was a humble Scotchman and held on to his possessions until convinced by Washington that the power of the government would dispossess him. His daughter became the wife of John Van Ness in 1802. Van Ness was a member of Congress from New York and
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built the most costly house in the District of Columbia.

The second census of the United States gives the District of Columbia a population of 14,303 inhabitants.

Coming to Washington when the government moved were a small number of people and from the different departments the
(3)
following persons are listed:

Treasury, Sixty-nine persons

Navy Department, fifteen persons

State Department, seven persons

War Department, eighteen persons

Post Office, nine persons

The seating of the government did not bring so many but from year to year the number increased, many bringing with them their families.

(1) Crew, Harvey W., Centennial History of Washington, p. 108

(2) Ibid, p. 110

(3) Proctor and Williams, Washington, Past and Present, p. 69

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E. Manners and Customs

National life was reflected in the National Capital and Washington has been the scene of great social as well as political transactions since 1800.

The people gathered in Washington enjoyed many out door sports. Horse racing was the major sport and four miles from the Capitol was to be found the Washington Jockey Club and as early as 1803 the races held here were patronized by many of the inhabitants including the President. ⁽¹⁾ Fondness for field sport was universal and fox hunting was enjoyed by many of the early inhabitants of Washington

It was the custom for the Senators and Congressmen to come to the Capital without their families and they lived in boarding houses or hotels during the session of Congress, hurrying away to greater comforts to be found in their distant homes as soon as Congress ended. ⁽²⁾

In the quiet homes of the residents there could be found pleasant hospitality of a refined society. The city has grown rapidly but it still maintains its reputation as a delightful center where people from all over the world mingle. The early inn of boarding house became the social club and the place

(1) Bryan, Wilhelmus B., History of National Capital, p. 87

(2) Ibid, p. 92

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(1) Ryan, William B., History of National Capital, p. 87
(2) Ibid, p. 88

where much time was spent by the people of this period.

F. The Condition of the City

When President Adams arrived in the Federal City, November 1, 1800 he went to the President's house which was but partially finished and found the entire place in great
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confusion.

Gouverneur Morris was in the city in 1801 and wrote: "We only need houses, cellars, kitchens, scholarly men, amiable
(2)
women and a few other trifles to possess a perfect city." Better houses were soon built for the people and there was advancement in the standards of living. Many conveniences of life unknown to earlier generations began to appear and be-
(3)
came the common heritage of all.

There had been nine years of preparation for the National Capital to take the place of Philadelphia and nearly one million dollars of public money had been spent. A very little of this amount had been spent on fixing the streets and Pennsylvania Avenue was a morass from which only in the previous winter the elder bushes had been removed. Congress ap-

(1) Proctor, John C. & M. Williams, Washington, Past and Present, p. 71

(2) Ibid, p. 72

(3) Martin, ~~Asa~~ E., History of the United States, p. 534

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(1) Proctor, John G. & M. Williams, Washington, Past and Present, p. 71
(2) Ibid, p. 72
(3) Martin, Sam E., History of the United States, p. 554

appropriated money for a foot way to connect the major buildings. The city was poorly lighted and it was not until 1817 that the city supplied oil and lighted the lamps.⁽¹⁾

Living quarters were hard to find in the early days. Thomas Jefferson had to be content with no better quarters than a bedroom and parlor. Stelle's Tavern and Tunnicliff near the capitol provided shelter for some of the Congressmen.⁽²⁾

In the early years the District of Columbia had to endure many periods of uncertainty that checked its normal growth. The land speculators of the first decade embarrassed the commissioners and security of tenure had been delayed. People who wanted to buy homes had to consider the effects that a retrocession of the area to Virginia and Maryland, or the removal of the seat of governments were made in some parts of the city. Pennsylvania Avenue was improved and fashioned after the boulevards of Paris.

Variety and interest in life is always found with intelligent men and women living in the same locality--so with the passing of time the condition of the city improved and Washington gradually developed into the city that it is today, worthy of its place as the Capital of the United States.

(1) Bryan, Wilhelmus B., History of the National Capital, p. 96

(2) Ibid, p. 71

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(1) Givan, Winifred B., History of the National Capitol, p. 95
(2) Ibid, p. 71

CHAPTER II

THE BEGINNING OF A SCHOOL SYSTEM

A. Attitude of The People Toward Public Education

Aristocracy of color, of birth, of wealth and learning controlled the United States in the early nineteenth century. This is clearly shown by contrasting the attitude for the provision of free public education in Washington and in other places in 1804 with that of today. The idea that education was needed by only a minority of the population and that it should be furnished by the church and private enterprise was the attitude taken by many people in this section.

It must be kept in mind that Washington was formed from parts of two slave states, whereas in the South generally common schools for free education of the masses did not exist. The founders of Washington in spite of this attitude were anxious that some provision should be made for education in the New Capital. Congress in 1802 ordained a municipal government for the city of Washington and by an amendment to its charter in 1804 provided for the establishment and superintendence of public schools.⁽¹⁾

(1) Act of Congress, February 24, 1804 (2 Stat. 255)

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(1) Act of Congress, February 24, 1804 (2 Stat. 252)

The beginning of the public school system centered around many distinguished personages including President Jefferson. The founders resolved that the schools should be a model for the country, a complete institution which should embrace primary, grammar and high school with a collegiate course equal to that obtainable elsewhere, together with a public library. ⁽¹⁾ They had no idea how many years would pass before the schools of Washington would even approach this.

It was proposed that children of the poor would be instructed without charge to their parents, all others were expected to pay \$5.00 a year. This situation showed that they did not have the right conception of public education. The pauper idea was there and continued for many years to defeat the purpose of free education. In the records available from 1804 to 1840 can be found many references indicating the ⁽²⁾ pauper idea in the free schools established.

After Congress had passed the amendment providing for the establishment of public education, an Act by the City Council sheds some light bearing on the attitude of that day. Their views were expressed in these words: "Impressed with a sense of the inseparable connection between the education of youth and the prevalence of pure morality, and with the duty of all communities to place within the reach of the

(1) Proctor, John C., Washington, Past and Present--Hines--
p. 417

(2) At Lee, Yorke, Proceedings of Trustee Board, p. 26

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(1) Proctor, John C., Washington, Past and Present - History - p. 417

(2) At Las, Yorks, Proceedings of Trustees Board, p. 26

poor as well as the rich the inestimable blessings of knowledge, and with the high necessity of establishing at the seat of the General Government, proper seminaries of learning.⁽¹⁾ The City Council had many good ideas of what public education should be, but failed to carry them out.

B. Struggle To Establish

Education as it developed in the early years in the District of Columbia was the outgrowth of private schools and the desire to provide for poor children. With the founding of Washington many people came to the city in the employ of the government. The salaries of these people were inadequate to pay for the education of their children and they did not like the pauper idea so the opportunity for education became a problem. Combined with this was found the growing participation of the average citizen in the affairs of government. Consequently there dawned an urgent need for education. New England tax supported schools had existed from Colonial times, although a tuition fee was levied on those who were financially⁽²⁾ able to pay it. Some years passed before the people in Washington could be convinced of their obligation to educate the children by means of taxation.

(1) Laws Affecting Public Schools, District of Columbia, p. 1

(2) Martin, Asa E., History of the United States, p. 540

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(1) Laws affecting Public Schools, District of Columbia, p. 1
(2) Martin, and H. History of the United States, p. 340

Prejudice against the pauper schools had to broken down. A stigma seemed attached to the pupils who were not able to pay for education. In the latter part of the eighteenth century the free school was hard to find in Maryland and Virginia.⁽¹⁾ Most of the children attended private schools while the poor children were to some extent provided for by private subscription for school purposes. It is of interest to note that George Washington was recorded as an annual subscriber of fifty pounds sterling for the instruction of poor children in⁽²⁾ Alexandria.

The founders of Washington's educational system appear to have thought it neither right or expedient to directly tax the general property for the education for poor children. An act of the City Council December 5, 1804 shows just how money was secured to provide some education for the poor. Section 2 states: "That so much of the proceeds of taxes laid or to be laid on slaves, dogs, licenses for carriages and hacks, for ordinaries and taverns, for retailing wines and spiritious liquors, for billiard tables, for theatrical and other amusements, for hawkers and peddlers, be appropriated as the trustees may decide to be necessary for the education of the poor of the city, payable by the treasurer. The first quarterly

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(1) Proctor, J. C., Washington, Past and Present, p. 415
(2) Ibid, p. 415

payment to be made on the first Monday of October, 1805: provided, that if the net proceeds exceeds annually the sum of fifteen hundred dollars, the surplys shall be retained by the treasurer of the city, subject to the disposition of the Council.⁽¹⁾" A school system supported by money obtained in this way was handicapped in the beginning; and, although there was a tax on slaves, no provision was made for the education of free colored people.

Section 3 provided for the appointment of three councilmen whose duty it was to solicit or to name others to solicit contributions in money or lots for the purpose of education. They later reported a subscription of \$3,782 from 181 persons of which \$200 was paid by President Jefferson.⁽²⁾

Between 1812 and 1828 fourteen joint resolutions authorizing and regulating lotteries for the benefit of the public schools were passed by Congress. A portion of the revenue derived from this source was invested in corporations or other safe stocks and designated the school fund.⁽³⁾ The interest from this money for years was applied to support of schools and many years later was used for the erection of the first high school building.

An application was made to the national government for

(1) Compilation of Laws Affecting the Public Schools of Washington, p. 2

(2) At Lee, Yorke, Schools of Washington, p. 2

(3) Wilson, J. O., Eighty Years of the Public Schools of Washington, p. 7

payment as he made on the first Monday of October, 1803; provided, that if the net proceeds exceed annually the sum of fifteen hundred dollars, the surplus shall be retained by the treasurer of the city, subject to the disposition of the Council. (1) A school system supported by money obtained in this way was inaugurated in the beginning; and, although there was a tax on slaves, no provision was made for the education of free colored people.

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(1) Compilation of laws affecting the public schools of Washington, D. C.
(2) 44 Law, Journals of Washington, D. C.
(3) Wilson, J. O., Fifty Years of the Public Schools of Washington, D. C.

aid in establishing a public school system as early as 1805 when the city authorities petitioned for a grant of some lots which had been received from the original proprietors when the city was laid out. This was refused and many years passed before the government assumed its responsibility. Prior to 1878 the Federal government never contributed a cent for the erection of school buildings, or the support of a school, notwithstanding that in a period before 1878 the government employees as well as Congressmen and Senators sent their children to these schools. (1)

C. Nature of The First School System

May 1, 1804 was a memorable date in the city of Washington for a Committee which had been appointed by the City Council to solicit funds for public education gave a report. According to Act 3 of City Council, public notice was then given to the contributors of ten dollars and upward to assemble and elect six trustees. When this was accomplished the judges of the election notified the persons elected to assemble at the Capitol the first Monday in August. The City Council meanwhile elected by joint ballot seven trustees to serve until July 1805 on which day a new election was to be held. The secretary of the City Council notified the persons

(1) Dodge, U. G., Schools of the District of Columbia, p. 4

aid in establishing a public school system as early as 1803 when the city authorities petitioned for a grant of some lots which had been received from the original proprietors when the city was laid out. This was refused and many years passed before the government assumed its responsibility. Prior to 1878 the Federal Government never contributed a cent for the erection of school buildings, or the support of a school, notwithstanding that in a period before 1878 the Government employed as well as Congressmen and Senators sent their children to these schools.

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elected to meet in the Capitol with the six trustees elected by the contributors. This was all done according to the law. When they met the committee delivered over to the Board of Trustees all the original papers in their possession, together with the journal of their proceedings and the entire direction of the public school fell upon the Board. This was all done according to the Act of the City Council of December 5, 1804 and marked the beginning of the work of the Board of Trustees which for a time played an important part in education in Washington.⁽¹⁾

1. Board of Trustees

In accordance of the Act of the City Council the contributors to the school fund elected July 1805 the following six trustees: Thomas Jefferson, Thomas Monroe, Gabriel Duvall, Thomas Tiugey, Joseph Brombey and John Taylor. The Council completed the Board of Trustees by electing Robert Brent, William Brent, Samuel Smith, William Branch, George Blagden,⁽⁵⁾ John Dempsie and Nicholas King. The first board met August 5, 1805 in the Supreme Court room in the Capitol with Robert Brent as chairman pro tem. The book containing the records of the proceedings of the trustees and successors down to 1818 is fortunately given sanctuary in the Library of Congress

(1) Compilation of Laws of Public Schools, p. 3

(2) At Lee, Yorke, History of Public Schools of Washington, D. C., p. 2

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(1) Compilation of Laws of Public Schools, p. 5
(2) At New York, History of Public Schools of Washington,
D. C., p. 2

In the minutes of the first meeting are found the following entries: "On proceeding to ballot for a President of the Board, Thomas Jefferson was unanimously elected. The President being absent, Robert Brent was chosen Chairman of the meeting. On motion of Mr. Smith the chair was requested to acquaint President Jefferson of his unanimous election.⁽¹⁾" At a meeting of the Trustee Board held September 2, 1805 the Chairman laid before the board the following letter from the President:

Monticello, Aug. 14, 1805

Sir:

A considerable journey southwardly from this has prevented my sooner acknowledging letters from yourself, from Mr. Gardiner and from Mr. S. H. Smith announcing that I had been elected by the City Council, a trustee for Public Schools to be established at Washington and by the Trustees to preside at their Board.

I receive, with due sensibility, these proofs of confidence from the City Council and from the Board of Trustees, and ask the favor of you to tender them my just acknowledgements.

Sincerely believing that knowledge promotes the happiness of man, I shall ever be disposed to contribute my endeavors toward its extension; and in the instance under consideration will willingly undertake the duties proposed to me as far as others of paramount obligation will permit my attention to them.

(1) Proctor, John C., Washington, Past and Present, pp. 414-415

In the minutes of the first meeting are found the following entries: "On proceeding to ballot for a President of the Board, Thomas Jefferson was unanimously elected. The President being absent, Robert Brent was chosen Chairman of the meeting. On motion of Mr. Smith the chair was requested to designate President Jefferson of his unanimous election." At a meeting of the Trustee Board held September 2, 1895 the Chairman laid before the board the following letter from the President:

Monticello, Aug. 14, 1895

Sir:

A considerable journey southwardly from this has prevented my sooner acknowledging letters from yourself, from Mr. Gardner and from Mr. S. H. Smith announcing that I had been elected by the City Council, a trustee for Public Schools to be established at Washington and by the Trustees to preside at their Board.

I receive, with due sensibility, these proofs of confidence from the City Council and from the Board of Trustees, and ask the favor of you to tender them my just acknowledgments.

Sincerely believing that knowledge promotes the happiness of man, I shall ever be disposed to contribute my endeavors toward its extension; and in the instance under consideration will willingly undertake the duties proposed to me as far as others of paramount obligation will permit my attention to them.

(1) Foster, John C., Washington, Past and Present, pp. 414-415

I pray you to accept my friendly salutations and my assurance of great respect and esteem.

(Signed) Thomas Jefferson
(1)

Robert Brent, Esq., Chairman

The letter was recorded in the minutes by a motion made by
(2)

Mr. Smith. The first board of trustees had many disadvantages to encounter in establishing public schools from the want of prepared teachers and the widely scattered situation of the
(3)

population. The money appropriation was not enough for those whose benefit it was intended, for increase in population and increase in the number of poor children and the amount of instruction required handicapped the progress.

In 1816 Washington was divided into two districts with two boards of trustees. One board consisted of nine trustees, six of whom were chosen by joint ballot of the two branches of the City Council, and three elected by contributors. The other board consisted of seven trustees chosen by the City Council--Act of City Council, June 28, 1816.

In 1844 the two district boards were abolished and public education was put under control of one board formed of twelve trustees, three from each of the four wards of the city.

(1) At Lee, Yorke, Public Schools of the District of Columbia, p. 3

(2) Proctor, John C., Washington, Past and Present, p. 415

(3) Ibid, 145

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- (1) At Lee, York, Public Schools of the District of
Columbia, p. 3
(2) Proctor, John C., Washington, Past and Present, p. 413
(3) Ibid, 145

A study of the journal of the board of trustees from August 5, 1818 shows that during this period there had been sixty trustees--a few of them had manifested but little attention to school matters. The meetings had been irregular, but in spite of this some were interested in education and did what they could to provide education for the youth of the city.

2. Thomas Jefferson's Influence

Special mention must be made of President Thomas Jefferson because of his great effort to aid in the establishment of education in Washington. He had framed an admirable law in Virginia as early as 1799 for education and in 1817 he vigorously renewed his proposal. What he could not do for his own state at this time he tried to do for the new born Federal City. He suggested a national establishment for education
(1)
founded on endowment of lands.

Jefferson was made President of the Board of Trustees of Washington and was re-elected annually and continued in the office for three successive years. As has been previously mentioned he contributed \$200 for education in the District of Columbia.

It is thought that he was the author of the first plan for
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education that was adopted in Washington. In the plan it was

[1] Bryan, W., History of the National Capital, p. 194

[2] Wilson, Eighty Years of the Public Schs. of District of C.p. 4

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It is thought that he was the author of the first plan for education that was adopted in Washington. In the plan it was

(1) Bryan, W., History of the National Capital, p. 124
(2) Wilson, Fifty Years of the Public School of District of C. p. 4

stated that the academy consisted of as many schools as circumstances would require, and was limited at that time to two, one of which was situated east of the Capitol and within half a mile of the President's house. It was understood that these positions were temporary.

Thomas Jefferson continued his great interest in the public schools of Washington until his term of office expired and he returned to Monticello

3. First Schools

a. Elementary Schools In Early Washington

In the first public schools established the work was very elementary. In the schools originally planned, poor children were to be taught reading, writing, grammar and such branches of mathematics as would qualify them for professions they intended to follow. ⁽¹⁾ It was decided that they could receive such other instruction as was given to pay pupils, as the board thought necessary.

On October 27, 1806, the board authorized the erection of the first two public school houses in Washington. They were located on lots owned by the United States, the use of which ⁽²⁾ had been granted by President Jefferson. These school houses

(1) Wilson, J. O., Eighty Years of Public Schools in Washington, p. 7

(2) Ibid, page 8

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(1) Wilson, J. D., Fifty Years of Public Schools in Washington, D. C.
(2) Ibid., page 8

modeled after Noah's Ark. They were built of wood, one story high, fifty feet long and twenty feet wide. The cost was (1) \$1,580.41. For paper, pen, ink and books necessary for instruction for poor children the City Council appropriated \$50 for expenditures. The principal had to make an account of this for the treasurer.

A committee was appointed October 7, 1805 composed of three members, having the power to admit poor children to the schools under such regulation as the board saw fit to prescribe. The committee was expected to visit the schools at least once a month in order to make a report of the work to the board. This committee also prescribed rules for conduct and discipline which can be found on file in the school records. One rule states: "every scholar on entering school shall take off his hat and bow to the preceptor." Girls do not appear to have been in mind.

1. Eastern and Western

The two schools organized were the Eastern and Western and they played an important part in education until 1811, when they were displaced by the beginning of the Lancasterian Schools. There were many applicants for position of teachers in the two schools. Among them Enoch Ely of New York, John Keys of New Jersey, John Harris of New York, and Reverend

(1) History of Public Sch. of the D. of C., p. 4, At Lee, Yorke

modeled after Noah's Ark. They were built of wood, one story high, fifty feet long and twenty feet wide. The cost was \$1,500.41. For paper, pen, ink and books necessary for instruction for poor children the City Council appropriated \$50 for expenditures. The principal had to make an account of this for the treasurer.

A committee was appointed October 7, 1803 composed of three members, having the power to admit poor children to the schools under such regulation as the board saw fit to prescribe. The committee was expected to visit the schools at least once a month in order to make a report of the work to the board. This committee also prescribed rules for conduct and discipline which can be found on file in the school records. One rule states: "every scholar on entering school shall take off his hat and bow to the preceptor." Girls do not appear to have been in mind.

I. Eastern and Western

The two schools organized were the Eastern and Western and they played an important part in education until 1811, when they were displaced by the beginning of the Unitarian School. There were many applicants for position of teachers in the two schools. Among them Amos May of New York, John Keys of New Jersey, John Harris of New York, and Reverend (1) History of Public Sch. of the U. S. of N. Y. & A. S. N. Y.

Bently of New York. Reverend Bentley was assigned to Eastern School. He did not accept and Reverend Richard White became the principal teacher, January, 1806. His salary was \$500 a year payable quarterly.

Other teachers followed Reverend White, among them Hugh McGuire who held the place until January 8, 1810. The records show but little about these two schools--a few things of interest from the proceeding of the board are here given:

1806-1807. The principal teacher of Eastern School was allowed \$25.00 with which to purchase furniture.

1808--A communication was received from the Eastern School containing a list of pauper pupils.

1810-1811. The rates of tuition for pay pupils were fixed at from \$5.00 to \$7.00 a quarter--according to grade of studies.

1811-1812. The Seventh Board Report.

A letter from Mr. Dashiell, a teacher of the Lancasterian School in Georgetown, suggesting that a similar school be opened in Washington was received by the committee. On November 11, the committee decided that there should be one Lancasterian School near the center of the city. Another Committee was appointed to provide a building and teachers.

(1) Proctor, John C., Columbia Records, January 18, 1921

(2) At Lee, Yorke, History of Public Schools of District of Columbia, page 7, 8.

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interest from the proceedings of the board are here given:

1805-1807. The principal teacher of Eastern School was (2)

allowed \$25.00 with which to purchase furniture.

1808--A communication was received from the Eastern School

containing a list of paper pupils.

1810-1811. The rates of tuition for day pupils were

fixed at from \$5.00 to \$7.00 a quarter--according to grade of

studies.

1811-1812. The Seventh Board Report.

A letter from Mr. Baskett, a teacher of the Lancasterian

School in Georgetown, suggesting that a similar school be

opened in Washington was received by the committee. On November

11, the committee decided that there should be one Lancasterian

School near the center of the city. Another Committee was ap-

pointed to provide a building and teachers.

(1) Proctor, John C., Columbia Records, January 18, 1921
(2) At Lee, York, History of Public Schools of District of Columbia, page 7, 8.

All laws concerning the schools in the Eastern Section⁽¹⁾ and Western Section of the city were repealed. On June 11, 1811 in a board meeting the committee reported that it construed the term public school to mean a school supported wholly or in part at public expense; that, therefore, since the board had withdrawn support from Eastern and Western schools they could no longer be considered public schools--and were no longer under supervision or control of the board further than to permit such school houses to be occupied by teachers on terms prescribed by contract or agreement.⁽²⁾

2. Lancasterian Schools in Early Washington

The Lancasterian school scheme of instruction was first established in New York in 1806, and five years later was introduced to Washington. George Dashiell, who was the principal of the Georgetown Lancasterian school, used his efforts in establishing the school in the Capital City. The board of trustees had found that the money appropriated for education was not sufficient to benefit those for whom it was intended and the Lancasterian School presented a way out of the difficulty.⁽³⁾

(1) Proctor, John C., Washington, Past and Present, p. 421

(2) At Lee, Yorke, History of Public Schools of the District of Columbia, p. 9

(3) Proctor, John C., Columbian Historical Society, Vol. 25, page 3. Also Washington, Past and Present

All laws concerning the schools in the Eastern Section and Western Section of the city were repealed. On June 11, 1811 in a board meeting the committee reported that it considered the term public school to mean a school supported wholly or in part at public expense; that, therefore, since the board had withdrawn support from Eastern and Western schools they could no longer be considered public schools--and were no longer under supervision or control of the board further than to permit such school houses to be occupied by teachers on terms prescribed by contract or agreement.

E. Lancasterian Schools in Early Washington

The Lancasterian school scheme of instruction was first established in New York in 1805, and five years later was introduced to Washington. George Jacobelli, who was the principal of the Georgetown Lancasterian school, used his efforts in establishing the school in the Capital City. The board of trustees had found that the money appropriated for education was not sufficient to benefit those for whom it was intended and the Lancasterian School presented a way out of the difficulty.

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- (1) Proctor, John G., Washington, Past and Present, p. 481
(2) At Lee, Torke, History of Public Schools of the District of Columbia, p. 9
(3) Proctor, John G., Columbian Historical Society, Vol. 23, page 8. Also Washington, Past and Present

A Lancasterian school was ordered and a committee was elected to engage a teacher and provide a suitable building. The Western Lancasterian School took the place of the free Western but the Eastern continued to function with Lancasterian ideas. This system lasted until 1844, when the law of that year put a new system in operation.

Joseph Lancaster came to this country in 1818. His system was popular in that period and was adopted in many civilized countries. Lancaster was well received in Washington and was accorded the high honor of a seat on the floor of the House of Representatives. A resolution was offered by Representative (1) Burwell Bassett of Virginia in his honor.

In the early part of 1812 the school committee of Washington induced Henry Ould, of England to come to this country (2) and take charge of the school. It was opened February 10, 1812. He was appointed to serve for two years and his salary was \$500 a year. The school board agreed to bear his expenses from England.

A house was selected for the use of the school and benches and desks were provided to accommodate two hundred pupils. A report shows that the committee purchased necessary stationery, (3) except slates, a set of lessons on boards and a stove.

(1) Proctor, John C., Columbian Historical Society, Vol. 25, p. 3. Also Washington, Past and Present

(2) Proctor, John C., Washington, Past and Present, Vol. 1, p. 419

(3) Proctor, John C., Columbian Historical Society, Vol. 25, p. 7

The Lancasterian school was started as a committee was
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The Lancasterian school took the place of the free
school and the system continued to function with Lancasterian
ideas. This system lasted until 1825, when the law of that
year put a new system in operation.

The Lancasterian system in this country in 1818. His system
was similar in that period and was adopted in many districts.
Lancaster was well received in Washington and was
regarded the high honor of a seat on the floor of the House of
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Samuel Bassett of Virginia in his honor.

In the early part of 1818 the school committee of Wash-
ington named Henry Bell, of England to come to this country
and take charge of the school. It was opened January 10, 1818.
He was appointed to serve for two years and his salary was
\$3000 a year. The school soon started to grow and expanded from
100 pupils.

A house was selected for the use of the school and building
and books were provided to accommodate the number of pupils.
Reports show that the committee purchased necessary stationery,
(2)
except slaves, a set of lessons on books and a slave.

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- (1) Bassett, John C., Columbian Historical Society, Vol. 15.
 - (2) Bassett, John C., Columbian Historical Society, Vol. 15.
 - (3) Bassett, John C., Columbian Historical Society, Vol. 15.

In 1812 the City Council passed a resolution to raise by lottery \$10,000 for buildings, establishing and endowing two public school houses on Lancasterian System, one in the east and the other in the west section of the city.

From Henry Ould's report, dated April 5, 1813, much information is given as it stated that the system was set in operation as far as the nature of the room would admit. He had on roll 130 scholars--of this number 82 were male and 48 female. Fifty-five pupils learned to read from the old and new Testament. Twenty-six learned to read Dr. Watt's hymns. This report is known as the first official report of a Washington school.⁽¹⁾

Books used in the Lancasterian School were:

O'Neill's Geography
Ramsey's Life of Washington
Murray's Introduction, Reader and Sequel
Terry's Moral Instructor
Walker's Dictionary (2)

In 1815 the Lancasterian School was discontinued for want of a room; but by December 2, 1816 the committee secured another house and Mr. Ould was again elected teacher at a salary of \$700 which was increased to \$800 the following year.⁽³⁾

While the Committee was searching for quarters President Madison was appealed to for the use of a stable building at

(1) Proctor, John C., Joseph Lancaster and Lancasterian Schools, Columbian Historical Society, Vol. 25, p. 7

(2) Ibid, p. 17

(3) Proctor, John C., Washington, Past and Present, p. 418

In 1912 the City Council passed a resolution to raise by lottery \$10,000 for buildings, establishment and endowing two public school houses on Lancasterian system, one in the east and the other in the west section of the city.

From Henry Olin's report, dated April 2, 1913, much information is given as to the nature of the system as it was in operation as far as the nature of the room would admit. He had on roll 130 scholars--of this number 62 were male and 68 female. Fifty-five pupils learned to read from the old and new Testament. Twenty-six learned to read Dr. King's hymns. This report is known as the first official report of a Washington school.

Books used in the Lancasterian School were:

Olin's Geography
Bible's Life of Washington
Murray's Introduction, Reader and Speller
Ferry's Moral Instructor
Walker's Dictionary (2)

In 1913 the Lancasterian School was discontinued for want of a room; but on December 2, 1913 the committee secured another house and Mr. Olin was again elected teacher at a salary of \$700 which was increased to \$800 the following year. While the Committee was searching for quarters President

Madison was appealed to for the use of a studio building at

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- (1) Preceptor, John C., Joseph Lancaster and Lancasterian Schools, Columbian Historical Society, Vol. 25, p. V
 - (2) Ibid, p. IV
 - (3) Preceptor, John C., Washington, East and West, p. 218

the corner of 4th and G Streets, N. W., and on December 2, 1816 it was reported to the board that the stable would be otherwise occupied. Later on another appeal was made and the President permitted it to be used. The pupils were transferred to the building. It was quite an event. An address was delivered by the presidents of the board and he took the occasion to congratulate the people on the improvement in the system of learning and on the immense benefits promised particularly to the poor classes. (1) Notice was given that the Lancasterian Public School of the District of Columbia would open September 3, 1821. Henry Ould was the teacher in this building and continued in the work for fifteen years. This school was opened free to children whose parents were not able to pay for their education. The act of 1820 forbade the trustees to receive "pay pupils" and the schools consisted of children whose parents were unable to pay. There were other practices which though well intended, served to make a distinction between the poor and rich, such a system could not stand. The two original schools supplemented for a number of years by the Lancasterian and for a short time by two subsidized Presbyterian Schools ran an intermittent course without any considerable growth or improvement. (2) The school system became so odious that it was of little value to any class of children and a more enlightened and liberal public sentiment successfully protested against its

(1) Intelligencer, August 2, 1816

(2) Laws Affecting Public Schools of District of Columbia,
p. 3

the corner of 4th and G Streets, N. W., and on December 2, 1815

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and liberal public sentiment necessarily protested against its

(1) Intelligence, August 2, 1815
(2) Laws affecting Public Schools of District of Columbia.

longer continuance on this basis. This was the condition in 1840 when W. W. Seaton was elected mayor. He took a lively interest in education. His message showed that of the 5,200 white children of school age only 1,200 attended either private or public schools and showed that three-fourth of the whole number were growing up in ignorance. ⁽¹⁾ He recommended a change in the school system and later a number of changes were made.

3. Private Schools in Early Washington

Many people did not send their children to the public schools because of the pauper idea, so the private schools of all description flourished in Washington during the early period. As early as 1803 a number had been established.

The Columbian Academy was one of the outstanding schools. It was established in 1803 under the care of Reverend David Wiley. The enrollment was seventy-five, but there was accommodation for one hundred. The studies taught included the common branches. ⁽²⁾

As early as 1806 an academy for girls was opened by Mrs. Reagin on F Street, N. W. It is interesting to note that she emphasized painting, sewing, French and dancing. Another school for girls was opened in 1808 by Madame Du Cherray, a

(1) Dodge, U. G., Schools in District of Columbia, p. 2

(2) Crew, Harvey W., History of Washington, D. C., p. 469

longer continuance on this basis. This was the condition in 1840 when W. W. Weston was elected mayor. He took a lively interest in education. His message showed that of the 3,200 white children of school age only 1,200 attended either private or public schools and showed that three-fourth of the whole number were growing up in ignorance. He recommended a change in the school system and later a number of changes were made.

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(1) Major, U. S. Army, Schools in District of Columbia, p. 2
(2) Crow, Harvey W., History of Washington, D. C., p. 409

French lady. She had conducted a school for girls in Moscow, Russia, and came to this country for the purpose of opening a school for girls. The subjects taught in this school were: French, English, History, Geography, Drawing, Music, and Dancing.

Miss Heaney's Academy was opened in 1831 and was for girls. She was from Boston and had been principal of the (1) Derby Academy at Hughs. In this academy the subjects taught were the common branches.

During this period many other academies were opened for girls, but the three given here are examples of the type that existed. From the studies offered an idea is given of the nature of education given the girls. The training was not broad. Only a few schools were opened to both sexes. In 1807 Hugh McGuire opened an academy for boys. The curriculum in his academy included Latin, Greek, mathematics, geography and bookkeeping. The tuition charged for English, grammar, reading, writing and arithmetic was \$24.00 per annum. At first he had an assistant, Samuel Cantwell. McGuire conducted the academy for a short time and was then elected head of a public academy.

An academy was opened by John McLeod in 1808. It was outstanding because of the excellent work it did. It was located near the navy yard. When it was opened only four pupils ap-

(1) Crew, Harvey W., History of Washington, D. C., p. 469

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An academy was opened by John Nelson in 1808. It was outstanding because of the excellent work it did. It was located near the navy yard. When it was opened only four pupils at-

(1) Crow, Harvey W., History of Washington, D. C., p. 469

peared but it grew so rapidly that an assistant was employed. Four years after it was opened McLeod erected a building at a cost of \$6,000. After the destruction of the navy yard in 1812-15 the school was removed from that locality. In 1816 he erected the Central Academy for which purpose he borrowed a large sum. A few years later in 1835 he erected the Columbian Academy. The pupils in his academy excelled in their work. To encourage scholarship he gave away \$2,000 in thirty-four public examinations and spent \$16,000 in erecting buildings. He gave only four days for vacation. When the "Free" Lancasterian Academy was established he made a comment on the time the pupils spent in school and said that Henry Ould had received during his term of teaching \$10,000 without teaching one lesson (1) for this immense sum. McLeod did not believe in the Lancasterian method of teaching as he thought more attention should be given to the individual pupil.

Ezekiel Hildreth, a Harvard graduate opened an Academy in 1815. He was more liberal than others of his day and admitted girls. For classics he charged \$7.00 a quarter and for other branches \$5.00.

Mention must be made of the Washington Eastern Academy which was opened in 1818 by Edward Ferris. It was unique in that he claimed he used his experience to improve methods of teaching. He had spent some time in Europe and claimed that

(1) Crew, Harvey W., History of Washington, D. C., p. 472

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his pupils were taught to learn because he had witnessed in more than one school the bad effects of employed masters to do the duty and execute the tasks of pupils.⁽¹⁾

Nineteen private schools were in operation in Washington in 1842. As the public schools did not meet the needs of the people, private schools were depended upon to a great extent to provide education for those excluded from the public schools.

4. Colored Schools in Early Washington

As the District of Columbia was slave territory, the authorities took no steps to provide schools for colored children, but on the contrary forbade under a penalty any one to teach a slave to read or write. The free colored people who came to the District were required to give a bond of \$500 with good security and to notify the authorities whenever they changed their place of residence. They could not assemble any where for any purpose without obtaining a permit from the authorities.⁽²⁾

In 1807 the census of Washington showed a total colored

(1) Crew, Harvey, History of Washington, D. C., 476

(2) Dodge, U. G., Schools of the District of Columbia, p. 3

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(1) Grew, Harvey, History of Washington, D. C., 4th ed.
(2) Dodge, U. S., Schools of the District of Columbia, p. 2

(1)
population of 1,498, of this number, 494 were free. The instruction of colored people began in 1807 a short time before these two school houses were built for white children. George Bell, Nicholas Franklin and Moses Liverpool born and reared slaves, erected the first school houses for colored children. They were ambitious and wanted their group to have the benefits of education. The schools flourished for several years under (2)
Mr. Lowe, a white teacher.

It is well to note that George Bell was the leading spirit in the first adventure. He had been a slave to Anthony Addidon.

Bell's wife saved from the sale of market products \$400 with which she purchased her husband's freedom. Franklin and Liverpool were calkers in the Navy Yard. It is not known how they obtained their freedom. In 1818 the Bell home was taken as a school house. It had been closed for a short period and the (3)
school was known as the "Resolute Beneficial Society." An

evening school was organized. Children were instructed in the day in reading, writing, arithmetic, and other branches. This school existed several years with an average attendance of sixty pupils. Mrs. Mary Billings, an Englishwoman, opened a (4)
school in 1810. She was well educated. She prepared many for positions as teachers. At first her school was opened to white

(1) Crew, Harvey, History of Washington, D. C., p. 478

(2) School Report of District of Columbia, 1874-75, (George F. T. Cook)

(3) Crew, Harvey, History of Washington, D. C., p. 478

(4) School Report 1874-75 (George F. T. Cook)

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(3) Grew, Harvey, History of Washington, D. C., p. 478
(4) School Report 1874-75 (George F. T. Cook)

and colored pupils, but on account of prejudice she later devoted her time to colored people.⁽¹⁾

Henry Smothers built a school house in 1822 near 14th and G Streets, N. W. He had been a pupil of Mrs. Billing's. For two years he conducted a flourishing school with an attendance of 150. Smothers was succeeded by John W. Pront, a man of ability and under him the school was governed by a board of trustees.

From 1834 John F. Cook succeeded and continued in school work until 1856 with one interruption caused by the "Snow Riot," in 1835. The "Snow Riot" was an attempt on the part of a few white people to get rid of the progressive colored people of the District of Columbia. Their excuse for such drastic action was that Benjamin Show, a colored man running a restaurant in the city, had made unbecoming remarks about the wives of the white mechanics.⁽²⁾ At this time all of the colored schools were demolished and Cook was compelled to flee the city, but returned in 1836 and immediately reopened his school which was continued by his sons until 1867.⁽³⁾

Louise Parke Costin's School was opened in 1823. Louise Costin's father came to Washington from Mt. Vernon after the death of Martha Washington in 1802. He became a messenger at

(1) Crew, Harvey W., History of Washington, D. C., p. 474

(2) Special Report of the United States Commissioner of Education, p. 201

(3) Crew, Harvey W., History of Washington, D. C., p. 480

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a bank and was able to give his daughter some education. Louise Parke Costin opened the school and at her death it was carried on by her sister Martha, who had received her education in a convent in Baltimore.⁽¹⁾

The earnestness of the colored people of the District of Columbia in their efforts to secure for themselves and posterity the benefits of education is well set forth in the number of schools which they established. They never failed for want of pupils, even though the children were poorly fed and clothed.

5. Church Schools in Early Washington

A number of schools were started by churches of different denominations in an effort to help educate the poor. These schools were encouraged by the City Council and in some cases appropriations made.

Only a few girls attended public schools and they went to the Eastern school. They were not allowed to go to school in the Western section of the city as it had been decided long before "because of the immoral tendencies of mingling of a great number of the two sexes together both in and out of school."⁽²⁾ To meet this need Mrs. Jacob Gideon of the Fourth Presbyterian Church opened on 9th Street a "Female Charity" School in church property. Some of the members of the First

(1)Crew, Harvey W., History of Washington, D. C., p. 480

(2)Intelligencer, April 3, 1839

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Presbyterian Church opened a similar school. The city council gave an appropriation to these schools from the lottery fund which was left after the expense of the two public schools had been paid. This did not continue because applications came from other denominations for aid. In the meantime public schools were opened in Baltimore in 1842 and this called attention of Washington to the defects in public education of their city.

With the new interest in education and with the election of W. W. Seaton as mayor, who recommended the adoption of the New England system, this period is brought to a close. In 1844 two district boards were abolished and the public schools were put under one board formed of 12 trustees, which showed
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one more step toward advancement.

Summary of the Beginnings of a School System

Washington was formed from parts of two slave states and it was natural that the people should have the same attitude toward education which existed in this section--that education was only needed by the dominating group. The founders were anxious that provision should be made for free education in the capital, and Congress and the City Council tried to comply to this, but failed to carry out the provisions they made.

(1) At Lee, Samuel Yorke, History of Pub. Schools of Wash.p. 25

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(1) At the General Assembly, History of the District of Columbia, Vol. 1, p. 12.

Education as it developed in this period was the outgrowth of private schools and the desire to provide for poor children. The people could not be convinced of their obligation to provide free education by taxation and secured money to carry it on by taxes laid on dogs and slaves, and license on carriages and hacks. Application was made to the government from time to time for aid, but with no success, during this period.

The schools were under the management of the Board of Trustees. Thomas Jefferson was elected as first president of the Board of Trustees, and he encouraged in many ways the provision for free education. He was anxious that a model system of education be established in Washington.

The first free schools erected were in the Eastern and Western sections and these were succeeded by the Lancasterian. These schools were open free to children whose parents were not able to pay. This distinction between rich and poor helped to defeat free education as no school system could make progress under this condition and they fell into a wretched condition.

The private schools filled an important place and a large number flourished in Washington.

No provision was made for colored children, as there was a penalty for teaching slaves. In spite of this the free colored people organized their own schools and it is recorded that none failed, even though the children were poorly fed

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CHAPTER III

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CHAPTER III

EARLY PUBLIC SCHOOLS--1845-1860

A. Factors Leading To Reorganization

Men of importance with advanced ideas concerning education appeared on the scene in Washington during the period of 1845-1860 and to them is due the credit of the awakening of the public to the needs of reorganization of the school system. Mayor Seaton was the leading spirit in this work. He was the junior editor of the Intelligencer, the leading newspaper of this period, and devoted much time to the improvement of the school system. He was assisted by James F. Halleday, George F. Abbott, John Quincy Adams, Caleb Cushing, Charles Hudson, Reverend Edward Everett Hale and other outstanding men of the community.⁽¹⁾

Mayor Seaton, as previously stated, had advocated the New England plan of education which involved taxation of assessable property. He was supported by James F. Halleday, who was a school trustee and collector of taxes. Halleday's report on the condition of schools had much to do in bringing before the public the needs of a better school system. His reports stated: "The school buildings were uncomfortable and

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unsuitable to be used, benches and seats were of the worse construction. The general arrangement denoted rather a place of punishment than a school for instruction." The remarks made by the mayor about the report caused quite a debate and public meetings were held to bring the condition of the public schools (1) to the public.

The press came into play as a factor for reorganization and editorials appeared in the Intelligencer in regard to the schools. Before this time no notice had been taken by the press in regards to public schools, although space had been devoted to private schools.

The animated discussions, which took place in the Trustee's Meetings and in the City Council relating to the management of the schools helped to create an interest in education. These discussions were published in the Intelligencer and helped to form opinion in regard to reorganization of the schools of Washington.

B. Laws Passed for Reorganization

On December 6, 1844 the two district boards were abolished by Acts of City Council and the schools were put under the supervision and control of one board, formed of twelve trustees, three from each of the wards of the city. The following
(1) Intelligencer, September 29, 1845

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are sections of the act which were important in the reorganization:

1. Section 2. On Monday of October, annually, three trustees from each district, to be elected in joint meetings of council, with the Mayor as president of the board. Continue in office till successors are chosen.

2. Section 3. Board to appoint a secretary who shall be paid \$50 per annum. One half of the members of the trustees
(1)
to constitute a quorum.

3. Section 5. 4 sub-boards, to be constituted of the trustees in each district, for practical supervision of schools, to meet once a month, on a regular day, and keep journal of proceedings. Journals to be kept by teachers of transactions of schools, studies pursued, with names of all admitted, withdrawn, and dismissed.

4. Section 11. Board of trustees to furnish council annually with estimates of appropriations needed.

The tuition fee as contained in Section 9 and 10 was abolished August 17, 1848. This was a decided step forward and
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weakened the pauper idea that existed in the public schools. With the passage of these and other laws a good start was made for reorganization.

(1) Compilation of Laws Affecting Public Schools of Washington, p. 316

(2) Ibid, p. 318

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(1) Compilation of laws affecting public schools of Wash- ington, p. 316
(2) Ibid, p. 318

C. Establishment of School Districts

In accordance with the new organization the city of Washington was divided into four school districts, with three trustees from each district. The purpose of this was to put the schools on a better foundation.

1. First District

The first district consisted of all of the first ward and a part of the second ward, north of the canal. The trustees in this district were: George Abbott, Robert Farnham and
(1)
John F. Hartly.

2. Second District

The second district was a part of the third ward,
(2)
north of the canal. The trustees were: Peter Force, Thomas Donoho, and John McKeldon.

3. The Third District

The third district consisted of the fourth and sixth wards and a part of the fifth. The trustees were: Noble Young, William Ellis, and Joseph P. Ingle.

4. The Fourth District

The fourth District consisted of the remaining part

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(2) Compilation of Laws Affecting Schools of District of Columbia, p. 316

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(1) Proctor, John C., Washington, Past and Present, p. 218
(2) Compilation of Laws Affecting Schools of District of Columbia, p. 218

(1)
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The trustees in all districts were outstanding in civic
affairs. In dividing the city into school districts it gave
the trustees and people in the respective districts the op-
portunity to see the need for better buildings and for improve-
ment in the school system.

D. Nature of Support

1. How Secured

With a better attitude toward education there came the
knowledge that some means should be provided to support the
public schools. There was some doubt as to the authority in
the municipal charter to appropriate the revenue derived from
taxes on assessable property for the support of public schools,
but a tax of one dollar on every white male citizen was levied
for this purpose. During the first forty years of the ex-
istence of Washington an appropriation for schools had been
\$1,511.92. The annual average for the first four years suc-
ceeding the reorganization was \$5,345.90.
(2)

January 4, 1850 a committee was instructed to apply to
Congress for aid in land or money. In 1852 another strong

Compilation of Laws Affecting Public Schools, p. 316

(2) Wilson, J. O., The First Eighty Years of Schools of Wash-
ington, p. 14

(1)
of the city. The trustees were: Thomas Blagden, Ignatius Mada,
and Aaron Mada.

The trustees in all districts were outstanding in civic
efforts. In dividing the city into school districts it gave
the trustees and people in the respective districts the op-
portunity to see the need for better buildings and for improve-
ment in the school system.

D. Nature of Support

1. How Secured

With a better attitude toward education there came the
knowledge that some means should be provided to support the
public schools. There was some doubt as to the authority in
the municipal charter to appropriate the revenue derived from
taxes on assessable property for the support of public schools,
but a tax of one dollar on every white male citizen was levied
for this purpose. During the first forty years of the ex-
istence of Washington an appropriation for schools had been
\$1,511.92. The annual average for the first four years ac-
cording the reorganization was \$3,545.90.
(2)

January 4, 1850 a committee was instructed to apply to
Congress for aid in land or money. In 1852 another strong

Compilation of Laws Affecting Public Schools, p. 215
(2) Wilson, J. O., The First Eighty Years of Schools of Wash-
ington, p. 14

appeal was made in behalf of the public schools and a petition signed by eight hundred citizens was presented by the pupils of the school through distinguished and honored friends of the cause, in both Houses of Congress. These attempts for aid were not successful. Congress evidently felt that education should be at the expense of the municipality rather than the national government. On October 17, 1850 the assessors were authorized to be careful about the school tax. No person was allowed to vote who had not registered and paid the tax. It is interesting to note that on July 7, 1860 a bill levying a tax of ten cents on every \$100 of assessable property was passed and later on an additional tax of five per cent was occasionally provided for building of a new school house.

2. How Used

The money secured for school purposes was used to improve the public school system of Washington. It is impossible to give in detail just how it was spent and only a few important things can be mentioned here.

During this period many new primary schools were authorized. The buildings were inexpensive and in most cases had only two rooms. One was erected in Judiciary Square at a cost of

(1) Report of Board of Trustees, 1852-53, p. 29

(2) Compilation of School Laws of the District of Columbia,
p. 320

(3) Ibid, 327

appeal was made in behalf of the public schools and a petition signed by eight hundred citizens was presented by the pupils of the school through distinguished and honored friends of the cause, in both Houses of Congress. These attempts for aid were not successful. Congress evidently felt that education should be at the expense of the municipality rather than the national government. On October 17, 1860 the assessors were authorized to be careful about the school tax. No person was allowed to vote who had not registered and paid the tax. It is interesting to note that on July 7, 1860 a bill levying a tax of ten cents on every \$100 of assessable property was passed and later on an additional tax of five per cent was occasionally provided for building of a new school house.

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(1) Report of Board of Trustees, 1858-59, p. 29
(2) Compilation of School Laws of the District of Columbia, p. 320
(3) Ibid, 327

\$2,000 (accommodated two hundred and fifty pupils) which was a
 (1)
 good example of the type of school buildings. In other
 districts similar schools were erected. In some cases rooms
 were rented at a cost of \$350 a year for school purposes. Ap-
 propriations were made from time to time for the purchase of
 furniture. On November 1, 1848, it is recorded that \$1,000
 was appropriated for this purpose. Pupils whose parents were
 able to pay were charged fifty cents a month and this was used
 to pay the teachers. In one case in 1847 this amounted to
 (2)
 \$436.89.

The following gives an idea of the cost of schools at
 (3)
 the close of this period: (1860)

Cost of Schools, 1860

Salaries for teachers and assistants.....	\$20,001.68
First District--rent, fuel, etc.....	1,602.67
Second District--rent, fuel, etc.....	1,668.59
Third District--rent, fuel, etc.....	1,959.00
Fourth District--rent, fuel, etc.....	1,609.00
Night School.....	38.90

Board of Trustees

Contingent	\$700.87	
Salaries of Secretary		1,250.87
and Treasurer	400.00	
Diplomas	150.00	

Furniture.....	389.76
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Balance on hand.....	800.00
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Total....\$29,320.47

(1) Compilation of School Laws of the D. of C., p. 327

(2) Report of Board of Trustees, 1847-48, p. 17

(3) Report of Trustee Board--1860, p. 18

\$3,000 (accommodated two hundred and fifty pupils) which was a
 (1)
 good example of the type of school buildings. In other
 districts similar schools were erected. In some cases rooms
 were rented at a cost of \$550 a year for school purposes. Ap-
 propriations were made from time to time for the purchase of
 furniture. On November 1, 1848, it is recorded that \$1,000
 was appropriated for this purpose. Pupils whose parents were
 able to pay were charged fifty cents a month and this was used
 to pay the teachers. In one case in 1847 this amounted to
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Cost of Schools, 1860

Salaries for teachers and assistants.....	\$20,001.68
First District--rent, fuel, etc.....	1,662.87
Second District--rent, fuel, etc.....	1,662.89
Third District--rent, fuel, etc.....	1,662.90
Fourth District--rent, fuel, etc.....	1,662.90
Ninth School.....	38.80

Board of Trustees

Contingent.....	\$700.87
Salaries of Secretary and Treasurer.....	400.00
Diplomas.....	100.00

Furniture.....1,282.76

Balance on hand.....800.00

Total.....\$22,320.47

- (1) Compilation of school laws of the U. S. of C. p. 327
 (2) Report of Board of Trustees, 1847-48, p. 17
 (3) Report of Trustees Board--1860, p. 18

E. Organization

1. Type of School

Primary education had to be put on a good foundation and the work was started in this period. Mayor Seaton in 1849 recommended that more attention be paid to the classification of pupils, and the existing schools were divided into two grades, designated as primary and district. The district school corresponded to what other cities designated as the grammar school. These schools increased and by 1856 twenty (1) primary and four district schools had been established.

Attention was called to the growth of the high school which had been established in Baltimore. At the time it was established the enrollment was 675, by 1848 the enrollment had increased to 4,034. A high school was advocated for Washington, but it was thought necessary to defer the establishment of it until a number of pupils had passed through the district (2) school. In absence of a high school, the trustees recommended the establishment of four scholarships in Columbian College (which is now George Washington University) for deserving (3) pupils in order to afford a more extended course of training.

(1) Report of Board of Trustees, 1856-57, p. 8
(2) Report of Board of Trustees, 1848-49, p. 25
(3) Report of Board of Trustees, 1856-57, p. 11

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Attention was called to the growth of the high school which had been established in Baltimore. At the time it was established the enrollment was 575, by 1848 the enrollment had increased to 1,034. A high school was advocated for Washington, but it was thought necessary to defer the establishment of it until a number of pupils had passed through the district school. In absence of a high school, the trustees recommended the establishment of four scholarships in Columbian College (which is now George Washington University) for deserving pupils in order to afford a more extended course of training.

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- (1) Report of Board of Trustees, 1855-57, p. 8
 - (2) Report of Board of Trustees, 1848-50, p. 25
 - (3) Report of Board of Trustees, 1855-57, p. 11

2. Curriculum

A very little can be found in the records about the curriculum of these early schools. The Board of Trustees prescribed the studies and selected the textbooks. The curriculum consisted of studies for primary and grammar schools; but as the time passed the need of provision for secondary education was felt and November 1, 1848, an Act was passed to authorize the establishment of a high school. The studies proposed included bookkeeping and other studies to be determined by the Board of Trustees. It was designated that no tuition would be charged and pupils who passed an examination would be admitted. This was not carried out until many years later, but it was a step in the right direction, and it made the trustees strengthen the curriculum of the existing schools as the need of secondary education was brought before the public.

3. Methods

In some of the annual reports of the Boards of Trustees, it is indicated that the teachers of this period used different techniques in methods of teaching. Many of these teachers had been trained in different schools, and it was natural that all of them did not use the same methods. It is shown that they strived to assist the nature of the child to grow and unfold. Attention was called by a principal to the selection of books, which he thought should be suitable to the

(1) Report of Board of Trustees 1848, p. 17

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(1) Report of Board of Trustees 1848, p. 14

(1)
capacity of the child. In one of the schools all classes were assembled once a week and pupils were taught the meaning of terms which they were in the habit of using, without the (2)
slightest idea of the purpose.

In order to improve methods of teaching and to find out what progress had been made, the trustees required all teachers to hold public examinations of their classes. The sub-board trustees were in attendance and submitted reports of the (3)
progress that had been made.

According to the laws of the school system, only improved (4)
methods of teaching could be used. Teachers improved their methods by attending Teachers' Associations and by visiting (5)
other schools to study methods used by other teachers.

4. Pupil Requirement

Provision was made that all white children between six and sixteen years of age to be admitted. Male and female were to be kept separated. Provision was also made in order that children of one district could be received into schools of (6)
another district. Children of indigent parents were admitted

(1) Report of Trustees 1848, p. 17

(2) Ibid, p. 21

(3) Report of Board of Trustees, 1848, p. 22

(4) Compilation of Laws Affecting Public Schools, p. 317,
Sec. 8

(5) Report of Board of Trustees, 1854, p. 6

(6) Compilation of Laws, Sec. 9, page 317

...of the child. In one of the schools all children were
...a week and during the month of
...in the month of June, without the
...of the school.

In order to improve the condition of the school and to
...and been made. The school is now in a
...of their situation. The school
...in attendance and a report of the
...of the school.

In order to improve the condition of the school and to
...of the school is now in a
...of the school is now in a
...of the school is now in a

Small Hospital

The hospital was built in 1911 and was at first a small
...of the hospital. The hospital was at first a small
...of the hospital. The hospital was at first a small

- (1) Report of the hospital, 1911, p. 12
- (2) Report of the hospital, 1912, p. 12
- (3) Report of the hospital, 1913, p. 12
- (4) Report of the hospital, 1914, p. 12
- (5) Report of the hospital, 1915, p. 12
- (6) Report of the hospital, 1916, p. 12
- (7) Report of the hospital, 1917, p. 12
- (8) Report of the hospital, 1918, p. 12
- (9) Report of the hospital, 1919, p. 12
- (10) Report of the hospital, 1920, p. 12

free and were supplied with books. Pupils whose parents were able to pay were charged fifty cents a month, which was payable in advance, also furnished their own books. This small fee was later abolished. In 1845 the number of pupils in the schools was 500 and in 1860 the number had increased to 4,500.

5. Teachers

The number of teachers increased rapidly during this period. In 1845 the number of teachers in public schools was 5 and in 1860 the number had increased to 54. In 1844 each school had one male teacher appointed as principal and also had charge of the school house. He conformed to the rules of the trustees.⁽¹⁾ In 1854 this was the salary schedule: Principal teachers, district schools from \$800 to \$900. Male assistant teachers, district schools from \$400 to \$500. Female assistant teachers, district schools from \$350 to \$400. Male assistant teachers of male primary schools from \$450 to \$500. Female assistant teachers, of male primary schools from \$300 to \$400.⁽²⁾ Principal teachers primary schools, from \$250 to \$300. In 1850 the appropriation for salaries of teachers amounted to \$19,450.00. In 1860 the appropriation was \$20,001.68.

It is important to note that the teachers of Washington organized the Columbian Teachers' Association in 1855.

Secretary Joseph Henry of the Smithsonian Institute, President

(1) Wilson, J. W., The First Eighty Years of Wash. Schools, p. 18

(2) Compilation of Laws of Public Schools, p. 322

free and were supplied with books. Pupils whose parents were able to pay were charged fifty cents a month, which was paid in advance, also furnished their own books. This small fee was later abolished. In 1845 the number of pupils in the schools was 300 and in 1850 the number had increased to 500.

3. Teachers

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organized the Columbian Teachers' Association in 1855. Secretary Joseph Henry of the Smithsonian Institution, President (1) Wilson, J. W., The First Fifty Years of Washington, D. C. (2) Compilation of Laws of Public Schools, p. 523

Benny of Columbia College, Principal Zalmon Richards of Union Academy and John E. Thomson of the public schools were the leading members. They met regularly, discussed practical education and brought prominent educators from other places to deliver lectures. They did much to improve the schools of the city and informed and interested the public mind on educational subjects.

This association was instrumental in having the census taken in 1857 and these results were published.

Whole number of children in the city between
age of 5 to 18, 10,697

Number in public schools, 2400-22.4 per cent

Number in private schools, 3,228--30.1 per cent

Number not in school, 5,069--47.5 per cent (1)

F. Administration

1. The Board of Trustees

The Board of Trustees was given the power to appoint teachers, assistant teachers, prescribe studies and select textbooks. It also made laws, rules, and regulations and filled vacancies in its own body between election. There was a sub-board which consisted of trustees of each district. This sub-board met once a month and had charge of the practical supervision of the schools. The sub-board made a report of the

(1) Wilson, J. O., Public Schools of Washington, p. 16

Benny of Columbia College, Episcopal Bishop of Baton Rouge and John E. Thomson of the public schools were the leading members. They met regularly, discussed practical education and sought prominent educators from other places to deliver lectures. They did much to improve the schools of the city and informed and interested the public mind on educational subjects.

This association was instrumental in having the census

taken in 1887 and these results were published.

Whole number of children in the city between
age of 5 to 18, 18, 1897
Number in public schools, 2400-25.4 per cent
Number in private schools, 2,238-20.1 per cent
Number not in school, 3,069-27.5 per cent (1)

F. Administration

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The Board of Trustees was given the power to appoint teachers, assistant teachers, prescribe studies and select textbooks. It also made laws, rules, and regulations and filled vacancies in its own body between elections. There was a sub-board which consisted of trustees of each district.

This sub-board met once a month and had charge of the practical supervision of the schools. The sub-board made a report at the

(1) Fifteenth, J. O., Public Schools of Washington, p. 18

work of the schools. One report states: "It is gratifying to see children who might be buried in gloom or ignorance rendered capable of solving questions in arithmetic, almost with the rapidity of thought, and displaying other attainments in learning to calculate to make them useful members of society and qualify them for useful occupations of life."⁽¹⁾

The importance of the Board of Trustees increased; and November 6, 1848 an office was provided for it in the City Hall. The trustees were greatly interested in the work of the school and encouraged the great display which was shown every year when the pupils marched to the capitol to receive diplomas and silver medals. The interest in all these things meant much for the development of the schools. A code of rules the trustees made was so good that some have found their way into the present school system. The reading of the Bible every morning⁽²⁾ in the public schools can be traced to this code of laws.

2. Work of George Abbott

George Abbott was one of the outstanding figures of this period. He was a graduate of Harvard University and was familiar with the New England system of education. He had come to Washington as private secretary to Daniel Webster and became interested in the development of education in Washington. He became the leader of the trustee board and was made

(1) Report of Board of Trustees, 1848-49, p. 22

(2) Report of Board of Trustees, 1856, p. 9

work of the schools. The report states: "It is gratifying to see children who might be buried in class or ignored rendered capable of active participation in activities, almost with the rapidity of thought, and displaying other attainments in learning to observe to make them useful members of society and qualify them for useful occupations of life."

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November 6, 1908 an office was provided for it in the City Hall. The trustees were greatly interested in the work of the school and encouraged the great display which was shown every year when the pupils marched to the school to receive diplomas and silver medals. The interest in all these things meant much for the development of the schools. A code of rules the trustees made was so good that some have taken their way into the present school system. The reading of the Bible every morning in the public schools can be traced to this code of laws.

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(1) Report of Board of Trustees, 1908-09, p. 22
(2) Report of Board of Trustees, 1908, p. 9

secretary. In his report of 1855 he gave an account of investigation made of the schools and gave to the public some startling facts. Among them:

1. School buildings and rooms which were used for schools were ill adapted to the purposes.
2. The school situated in Judiciary Square, originally designed to accommodate 2 teachers and 120 pupils, was occupied by 4 teachers and 229 pupils.
3. It was found that 10 teachers were engaged in teaching 700 pupils in basements of churches, some of the basements were below the ground and were damp and dark.
4. Ventilation in all schools was bad, and in many places no playground was provided.

Abbott condemned the method which was used in renting school rooms as it was not conducive to good health or economy. He did much to improve the schools of the District of Columbia, as he gave to the public, from time to time, the actual condition of the school system and advocated reform.

3. Summary of Early Public Schools--1845-1860

During the period of 1845-1860 some advancement was made in education and the public mind was opened to the fact that many changes should be made in the school system. Through the new interest of the press and interested citizens, Washington was now ready for a real development in education. This de-
Wilson, J. O., First Eighty Years of the School of Wash., p. 15

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was now ready for a real development in education. This de-

veloped, J. O. West Fifty Years of the School of Wash., p. 12

velopment was aided to a certain extent by the establishment of school districts, reclassification of pupils, and by progressive Boards of Trustees. The following figures show the growth of the school system from 1845 to 1860. (1)

Year	Teaching Staff	Number of Pupils	Value of School Property
1845	4	500	\$ 1,500
1860	54	4,500	30,000

The charter had been amended to authorize a tax for the support of the school and tuition fees abolished. This was a step forward to put the schools on a good foundation and to provide education free to all.

(1) Wilson, J. O., The First Eighty Years of the School of Washington, p. 15

development was aided to a certain extent by the establishment of school districts, reclassification of pupils, and by progressive boards of trustees. The following figures show the growth of the school system from 1843 to 1880.

Year	Teaching Staff	Number of Pupils	Value of School Property
1843	4	800	\$ 1,300
1880	54	4,500	30,000

The charter has been amended to authorize a tax for the support of the school and tuition fees abolished. This was a step forward to put the schools on a good foundation and to provide education free to all.

CHAPTER IV

SECONDARY EDUCATION FROM 1860-1900

A. Effect of Civil War Upon Schools At the Beginning of Period

The coming of the Civil War was more or less evident for a decade before the storm broke and checked somewhat educational development in the North as well as in the South. The war naturally absorbed the energies and thoughts of the people and directed them into other channels. These were trying days during the four years of the war; and many times the National Capital seemed to be in danger, for one of the main fighting fronts was not far away. On April 16, 1862 slavery was abolished in the District of Columbia by a proclamation of President Lincoln and one great obstacle to proper development of the public schools was removed, leaving only the financial inability⁽¹⁾ of the municipality to delay progress.

In face of difficulties some improvement was made in education. In the first year of the war a new board of trustees of Washington's public school remodeled the school system. The spirit of reorganization was seen in the motto the board adopted: "Schools for all, good enough for the richest, cheap

(1) Wilson, J. O., The First Eighty Years of the Schools of Washington, p. 20

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(1)

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(1)
enough for the poorest." This group of men worked earnestly and courageously, Mayor Richard Wallach in particular, fostered plans that promised advantages to the schools. In 1860 a tax of ten cents on every \$100.00 of assessable property was made for the support of the school and in 1862 an additional tax of five cents on every \$100.00 of assessable property was levied for the purchase of sites and erection of school houses.

The schools went on in spite of the war. Congress, by an act, provided for the education of the colored children of the District of Columbia, but lack of money and other obstacles prevented the concrete accomplishment of this until March 1, 1864 when the first school was put in operation.

B. Laws Affecting Changes in Administration

1. Territorial Supersedes Municipal Government

In 1871 Congress radically changed the status of the District of Columbia and Territorial Government was put in operation. This form of government provided for a Governor and a Legislature composed of two Houses. The Act did not affect the school system. The colored schools of Washington at least were not disturbed by the new state of things for they had been established independently of the local government.

The Act of Congress approved February 21, 1871 states: "It

(1) Proctor, John C., Washington, Past and Present, Vol. 1, page 426

(1) enough for the poorest." This group of men worked earnestly and courageously. Mayor Richard Wallace in particular, fostered plans that promised advantages to the schools. In 1880 a tax of ten cents on every \$100.00 of assessable property was made for the support of the school and in 1882 an additional tax of five cents on every \$100.00 of assessable property was levied for the purchase of sites and erection of school houses. The schools went on in spite of the war. Congress, by an act, provided for the education of the colored children of the District of Columbia, but lack of money and other obstacles prevented the complete accomplishment of this until March 1, 1884 when the first school was put in operation.

B. Laws affecting changes in administration

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shall be the duty of the legislative assembly to maintain a system of free schools of said District, and all moneys raised by general taxation, or arising from donation by Congress, or from other sources except by bequest or devise, for school purposes, shall be appropriated for the equal benefits of all the youths of said Districts, between certain ages to be defined (1) by law."

The school tax under the Territorial Government became sixty cents on \$100.00 of the assessment in Washington, forty cents on \$100.00 of the assessments in Georgetown and fifty cents in the county.

Governor Cook recognized the needs of good schools and during this period did much to provide suitable buildings. He borrowed from two funds to erect the Curtis Building in Georgetown. These funds belonged to Georgetown, were the Lenthicum, a \$50,000 legacy, and the Peabody Fund of \$15,000. The Peabody Fund had been given to found a library. These (2) loans were eventually repaid.

The Act of the Territorial Government transferred the direction of the colored schools of Georgetown and Washington from the Department of the Interior to the Government of the District of Columbia and George F. T. Cook, who had been superintendent of them while under national direction, became

(1) Act of Congress, Feb. 21, 1871 (16 Stat. 424, sec. 23)

(2) Proctor, John C., Washington, Past and Present, p. 432

shall be the duty of the legislative assembly to maintain a system of free schools of said district, and all moneys raised by general taxation, or arising from donation by Congress, or from other sources except by payment or devise, for school purposes, shall be appropriated for the equal benefit of all the children of said districts, between certain ages to be defined by law."

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(1) Act of Congress, Feb. 21, 1871 (16 Stat., 532, 533)
(2) Proctor, John C., Washington, East and West, p. 532

the superintendent of colored schools.

An Act, by the legislative assembly, August 21, 1871 authorized the following appointments:

1. Superintendent of public Schools of Washington
2. Secretary of public schools of Washington
3. Treasurer of public schools of Washington
4. Two treasurers and secretaries of Georgetown and County of Washington
5. Three boards of trustees of public schools, one for Washington to consist of five persons; for each district; one for said part of District of Columbia known as Georgetown, to consist of two persons from each council district, and one for county⁽¹⁾ of Washington, to consist of seven persons.

Under these measures the school system took on new life.

2. Commission Form of Government

Commission form of government was put in operation in Washington June 2, 1874, by an Act of Congress which abolished Territorial Government. The act states: Sec. 2, That the President of the United States, by and with the advice and consent of the Senate, is hereby authorized to appoint a commission, consisting of three persons, who shall until otherwise provided by law, exercise all the power and authority now

(1) Compilation of Laws Affecting Pub. Schools of Wash., pp 7-8

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lawfully vested in the governor or board of public works of said District, except as hereinafter limited; and shall be subject to all restrictions and limitations now imposed by law on said governor or board; and shall have the power to apply the taxes or other revenues of said District to the payments of current expenses thereof, to the support of the public schools.⁽¹⁾

The commission form of government proved a success and is still the form of government in the District of Columbia. Under it the commissioners are required to report their official doings in detail to Congress annually.⁽²⁾

3. Consolidation of Boards of Trustees

The Board of Commissioners consolidated the four boards of trustees by act passed August 8, 1874. The offices of the secretary and treasurer of the public schools of Washington, and secretary and treasurer of Georgetown and county were abolished and all books and records of these offices respectively and duties of the same in regard to money were transferred to the Comptroller of the District of Columbia.

The three boards of trustees of the public schools and the board of trustees of the colored schools were consolidated into one board of trustees of public schools.⁽³⁾ The new board that

(1) Compilation of Laws Affecting Public Schools of Washington, pp 9-10

(2) Act of Congress (20 Stat. 107)

(3) Proctor, John C., Washington, Past and Present, p. 433

was established consisted of nine residents of Washington, three residents of Georgetown and three residents of the County of Washington. This board of trustees consisted of men who were well qualified for many of them had been engaged in school work. The consolidation of the board was a step forward in development in education. The following are among the things they did:

1. Appointed nineteen members of board of trustees in 1878
2. Drafted laws concerning schools in 1878
3. Controlled school fund
4. Reduced board of trustees to nine members (1882)
5. Approved plans for school buildings
6. Reported annually to Congress (1878)
7. Appointed women to board of trustees authorized by Senate (1895)
8. Forwarded estimates to Secretary of Treasury. (1)

C. The Establishment of the High School

A number of factors led to the development of high schools in Washington. As early as November 1858 an order had been made for a high school system to go into effect in 1861, or as soon as the corporation could provide accommodation, but this was not carried out. In order to meet the needs of in-

(1) Compilation of Laws Affecting Public Schools of Washington, pp. 1-12

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creased enrollment of school, buildings had been erected in the District of Columbia, among them the Wallach, Franklin, Jefferson and Seaton. The Wallach was in advance of its time and was the promise of better things to come. Great interest was aroused in Washington when the Wallach was dedicated July 4, 1862 for it was quite a day in the school history of the city. The address at the dedication was delivered by James W. Patterson, a Representative from New Hampshire. (1)

The erection of new buildings, improved school furnishings, change in classification of students, (as the old primary and district grades had given way) textbook and better methods of teaching attracted many students to the public schools. As time passed high school studies were added to the grammar school curriculum. Public sentiment was against spending public funds for secondary education because many people thought it was not the duty of the city to provide free education above the elementary grade. The advent of the Normal School in Washington in 1873 emphasized the necessity of furnishing candidates with higher qualifications because pupils who entered were not properly prepared to do the work of the normal school. (2) The girls of the eighth grades of the various districts, who had sufficiently advanced were placed under a competent teacher and sessions were held in the Seaton School.

(1) Proctor, John C., Washington, Past and Present, Vol. 1, p. 435

(2) Proctor, John C., Washington, Past and Present, Vol. 1, p. 435

crossed enrollment of school buildings had been created in the District of Columbia, among them the Wilson, Franklin, Jefferson and Benton. The Wilson was in advance of its time and was the promise of better things to come. Great interest was aroused in Washington when the Wilson was dedicated July 4, 1908 for it was quite a day in the school history of the city. The address at the dedication was delivered by James W. Patterson, a Representative from New Hampshire.

The erection of new buildings, improved school furnishings, change in classification of students, (as the old primary and district grades had given way) textbook and better methods of teaching attracted many students to the public schools. At this period high school students were added to the program school curriculum. Public sentiment was almost spending public funds for secondary education because many people thought it was not the duty of the city to provide free education above the elementary grade. The advent of the Normal School in Washington in 1873 emphasized the necessity of furnishing candidates with higher qualifications because pupils who entered were not properly prepared to do the work of the normal school. The grade of the eighth grades of the various districts, who had antediluvianly advanced were placed under a competent teacher and assistants were held in the Benton School.

(1) Foster, John C., Washington, Past and Present, Vol. 1, p. 433

(2) Foster, John C., Washington, Past and Present, Vol. 1, p. 433

This was designated as the advanced grammar school with one year course of study, and Miss Georgia Lane who was the principal of the girls' grammar school of the second division was made principal. ⁽¹⁾ This step alarmed no one and the experiment was a success. A similar school under E. A. Paul, a Dartmouth graduate and principal of Franklin Grammar School, was opened for boys. The sessions of this school were held in the Thompson Building, and in 1878 moved to a building formerly used for a church. The school held sessions here until 1880 when the enrollment made it necessary to secure larger quarters in the Franklin Building. In 1879 the course of study had been extended two years.

For three years under the able direction of Principals Lane and Paul, the advanced grammar schools attracted favorable attention and soon there came a demand for a modern high school building.. In 1881, in a meeting at the Seaton School, William Berney urged the erection of a building suitable for a District High School. Ex-Mayor Emery presided. Among those present were: Commissioner Dent, Superintendent J. O. Wilson, School Trustee Lovejoy and Samuel York At Lee. They recommended the application of what was known as the Washington School Fund then amounting to \$70,000 (from an old Government lottery) to be used in erecting a building. The Washington School Fund had come into existence many years before through a government lot-

⁽¹⁾ Superintendent's Report, 1904-05, p. 349

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(1) Superintendent's Report, 1904-05, p. 129

tery, and had been for some years a trust fund in the hands of the municipal authorities of Washington. These citizens further recommended that the said building be erected at Seventh and O Streets, Northwest, in square 446. A committee was appointed to urge this measure before the Congressional Committee, having charge of the District affairs.⁽¹⁾

This movement bore fruit and in the next appropriation bill the Washington Fund of \$70,630.47 and \$1,500 in addition was appropriated for the purchase of ground and erection of a building of high grade. This building was well constructed for the period and surrounded by ample grounds, and after many years Washington felt proud of a suitable building for secondary students.

1. Central High School

On September 11, 1882 the combined high school now called Washington High School later known as Central, moved into the new building. E. A. Paul was made Principal with the following staff: Frank Angell, F. E. Rockford, F. R. Lane, G. R. Irail, M. A. Scott, F. M. Crane, L. M. Dane, and M. D. Brown.⁽²⁾ The school grew rapidly under the able direction of these capable teachers and by 1889 an enrollment of over 1,200 students resulted in half day sessions for both first and second year students. This necessitated the appropriation of March 2, 1889 of \$40,000 for an addition to the building which

⁽¹⁾ Superintendent's Report; 1904-05; p: 349
⁽²⁾ Superintendent's Report; 1904-05; p: 350

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was ready June 1890. In the meantime provision was made in various parts of the city to accommodate entrance classes in September 1890, and all pupils who had been taking the business courses were sent to the Thompson Building, thus beginning the Business High School. Principal Paul was an organizer of school work and had made a thorough study of education. He visited high schools in other sections of the country and adopted the best ideas wherever he found them. ⁽¹⁾ During this period the advancement made at Central was due in a large measure to the principal and teachers.

2. Branch Schools

2. Eastern High School

The increasing popularity of the high school as established in 1882 and the number of young people graduating from grammar schools, especially on Capitol Hill, created a demand for establishment of a new high school in this section. Congress established a school which was known at first as Capitol Hill High School. It was housed in the third and fourth stories of the Peabody Building. This school was very successful from the beginning and fell at once in keen competition with the parent school. C. M. Stiles was the first principal and was assisted ⁽²⁾ by a staff composed of five members.

(1) Minutes of Washington Public Schools, 1887-88, page 91

(2) Superintendent's Report, 1904-05, page 356

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(1) Minutes of Washington Public Schools, 1887-88, page 91
(2) Superintendent's Report, 1904-05, page 336

In 1892, two years after the organization, it was housed in a new building at Seventh and C Streets, Southeast, and was then known as Eastern High School. This building was generously supplied with laboratories, library, drill hall, exhibition hall and large classrooms. The staff was increased and the course of study extended. Eastern High School then entered upon a career which was praise worthy. It sent many students to college during this period. Mr. Stiles was given the credit for the successful launching of the school. He was succeeded in 1896 by H. M. Johnson, under whose guidance the school progress was made until 1900 when M. F. Swartzell⁽¹⁾ became the principal.

b. Western High School

Western was organized in 1890 with a membership of fifty students and a staff of two including the principal. The new school was housed in the Curtis Building, located in Georgetown. It occupied a large hall and an additional classroom which was equipped with the usual student's desks. There was also a small library. The enrollment increased rapidly after the first year and the school was a success. This success was probably due to the efforts of ambitious and thoughtful students who worked hard to accomplish this.

(1) Superintendent's Repott, 1904-05, page 356

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The school made such advancement that it became necessary for the board of trustees to extend the course June 1, 1891 and this enabled the students to remain two years at Western. To meet this need two additional teachers were added to the staff. In June 1893 the first class consisting of 32 members graduated and in this year the course was again extended.

The greater part of the Curtis Building was turned over to the school and the first step in securing a suitable building was started. In this movement Jesse H. Wilson of the Trustee Board was the leader and to his efforts the magnificent buildings and grounds were due. He and other leading citizens left their business and put the needs of the school before the appropriation committee which resulted in the appropriation of \$50,000 in 1895-96 toward the purchase of a site and erection of a building for the school at a final cost not to exceed \$100,000.00. In 1898 Western took possession of a fine building. It was different from any other school building in the city, having an assembly hall on the ground floor, on the third floor was found the well equipped gymnasium and a lunch room. Several new positions were established in the school system through influence of Western because of the progressive spirit of teachers and pupils, among them being the physical education teachers. This school also had its influence on the

(1) Report of Superintendent, 1894-95, page 358

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development of music in the public schools of Washington. Western had needed an accompanist for music classes and for a number of years paid for the service of one by a fund raised by entertainments. Today is found in every high school a teacher who acts as an accompanist. This no doubt is due to the early influence of Western.

c. The Business High School

The beginning of this school as a separate organization dates from adoption by the Board of Trustees June 11, 1889, of a report submitted by a high school committee which recited that frequent suggestions had been made to so amend the organization of the school system in order to give pupils who had passed the eighth grade instruction in commercial and business methods and for training similar to that furnished in the best business colleges. It was recommended that a separate high school be established to relieve the Central High School and would in language of the report "be entirely practicable and afford larger opportunities for making courses more valuable and effective." (1) Although this was the formal beginning of the school, as early as 1877, when the boy's advanced grammar school was established, bookkeeping was taught. In 1882 commercial law, commercial geography and business arithmetic were taught as an independent commercial course. At this time

(1) Superintendent's Report, 1904-05, p. 368

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(1889) only one teacher was needed as the number of students was small. The school was moved to the Thompson Building and after 1890 the growth was rapid.

The first class that entered the school after it moved was composed of one hundred and seventy students. Of this number eighty were transferred from Central. Six teachers and principal composed the teaching force. It was moved to various buildings including the Franklin, Miner and District and finally a building was erected at Rhode Island and Ninth Street, N. W., for its use. The Business High School Alumni Association was instrumental in securing an appropriation from Congress for the erection of this building.⁽¹⁾

3. Colored High School

This school was established in November 1870 as a preparatory high school. The object of organization was twofold: to economize teaching force by concentrating under one teacher several small classes of the same grade of attainment from schools located in different parts of the city, and to present to the pupils in these schools incentives to higher aims and education. The first pupils transferred to this school had completed the six of the seven years required for completion of school courses, hence the name "Preparatory High School"

(1) Superintendent's Report, 1905--page 368

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was used. This name continued in use until 1876-77 when the school was composed wholly of pupils pursuing the high school
(1)
course.

The first reference to this school as a high school is found in report 1870-71 where the percentage of attendance is given as 94.6 and the average age of pupil was 15 years, with an enrollment of 45. The first principal was Emma Hutchins, a native of New Hampshire who was in charge from November 1870 to June 1871, when she resigned because she thought colored teachers could be found to carry on the work. The school was located in the basement of the Presbyterian Church. Mary J. Patterson, a graduate of Oberlin College was the next principal and the school was later located in the Stevens and Sumner Buildings. In 1877 R. T. Greener became the principal and under his guidance progress was made. In 1891 the school was moved to M Street, N. W., and was then known as the M Street High School. The school grew rapidly and filled a great need in the education of the colored people.

From 1877 to 1894 the high school work consisted of three years' work, but as in the other high schools the other year was added. A business course was added in 1887 comprising two years of study. Technical courses were added in 1894 comprising two years and afforded the first material for a

(1) Report of Superintendent (Cook) 1876-77, p. 94

manual training school. These courses were not separated from
(1)
the school until after 1900.

D. Organization

1. Curriculum

Secondary education was the direct outgrowth of the system of elementary schools and this was clearly demonstrated
(2)
in the development of the high schools in Washington. The earliest high schools were intended for those who were not
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going to college, but this reason later disappeared. It was natural that a curriculum planned for this group would take their needs in consideration.

In Washington, as previously stated, the advanced pupils of various schools had been grouped in the advanced grammar school. The work of the eight grades was continued by these pupils and other studies were gradually added as: English, literature, astronomy, bookkeeping, physics, geometry, general history, chemistry, and physiology.

The course of study was not uniform in all the schools. the studies pursued were authorized by the board and the text-

(1) Report of Superintendent 1904-05, p. 370

(2) Butler, Nicholas M., Monograph on Education--
Brown, Elmer Ellsworth, Secondary Education, p. 22

(3) Ibid, p. 22

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- (1) Report of Department 1904-05, p. 270
 - (2) Butler, Thomas W., Monograph on Education--
 - Brown, James H., Secondary Education, p. 102
 - (3) Ibid, p. 82

books in part were named, but the number of studies taken up was left to the judgment of the teacher.

The following table shows just how many pupils pursued the high school studies in 1875: shows that the number of girls exceeded the number of boys. (See page 85 for Table)

In 1880 the course of study lengthened into two years and consisted of the following:

First Term:

1. Language--English Literature--Grammar reviewed
2. Mathematics--Algebra--Bookkeeping
3. Natural Science--Physics
4. History--Ancient--Oriental--Grecian
5. Vocal Music--Drawing--Penmanship

Second Term:

1. Language--English Literature
2. Mathematics--Algebra--Arithmetic (Reviewed)
3. Natural Science--Physics--Botany
4. History--Roman
5. Vocal Music--Drawing--Penmanship

Third Term:

1. Language--Rhetoric--English Literature
2. Mathematics--Plane Geometry
3. Natural Science--Physical Geometry
4. Vocal Music--Drawing--Penmanship⁽¹⁾

(1) Minutes of Board of Trustees--Aug. 2, 1878-79, p. 86

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The following table shows just how many pupils pursued the high school studies in 1875: shows that the number of girls exceeded the number of boys. (See page 83 for Table)

In 1880 the course of study lengthened into two years and consisted of the following:

First Term:

1. Language--English Literature--Grammar reviewed
2. Mathematics--Algebra--Bookkeeping
3. Natural Science--Physics
4. History--Ancient--Medieval--Modern
5. Vocal Music--Drawing--Penmanship

Second Term:

1. Language--English Literature
2. Mathematics--Algebra--Arithmetic (Reviewed)
3. Natural Science--Physics--Botany
4. History--Roman
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Third Term:

1. Language--Rhetoric--English Literature
2. Mathematics--Plane Geometry
3. Natural Science--Physical Geography
4. Vocal Music--Drawing--Penmanship

(1)
PUPILS PURSUING HIGH SCHOOL STUDIES--1875

Male Grammar	Districts						Female Grammar					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Studies	1	2	3	4	5	Total	1	2	3	4	5	Total
Algebra	16	28	33		5	82	10	32	28	28	6	104
Book-keeping				56		56						56
Botany												
General												
History	16					16	76	32				108
Geometry	15	12	18			45	24			1		25
Natural												70
Philosophy	16											
Physical	16	28	33		10	87	16	24	27	32		99
Geography	72	71	40	56		239	76	42	25	67	6	216
Philosophy							12					12
Rhetoric												
Eng. Lit						10	24	20				54

(1) Minutes, Board of Trustees, Aug. 2, 1878-79, p. 86

(5)
1001. 1002. 1003. 1004. 1005. 1006. 1007. 1008. 1009. 1010.

1011. 1012. 1013. 1014. 1015. 1016. 1017. 1018. 1019. 1020.

1021. 1022. 1023. 1024. 1025. 1026. 1027. 1028. 1029. 1030.

1031. 1032. 1033. 1034. 1035. 1036. 1037. 1038. 1039. 1040.

1041. 1042. 1043. 1044. 1045. 1046. 1047. 1048. 1049. 1050.

1051. 1052. 1053. 1054. 1055. 1056. 1057. 1058. 1059. 1060.

1061. 1062. 1063. 1064. 1065. 1066. 1067. 1068. 1069. 1070.

1071. 1072. 1073. 1074. 1075. 1076. 1077. 1078. 1079. 1080.

1081. 1082. 1083. 1084. 1085. 1086. 1087. 1088. 1089. 1090.

1091. 1092. 1093. 1094. 1095. 1096. 1097. 1098. 1099. 1100.

1101. 1102. 1103. 1104. 1105. 1106. 1107. 1108. 1109. 1110.

1111. 1112. 1113. 1114. 1115. 1116. 1117. 1118. 1119. 1120.

1121. 1122. 1123. 1124. 1125. 1126. 1127. 1128. 1129. 1130.

1131. 1132. 1133. 1134. 1135. 1136. 1137. 1138. 1139. 1140.

1141. 1142. 1143. 1144. 1145. 1146. 1147. 1148. 1149. 1150.

1151. 1152. 1153. 1154. 1155. 1156. 1157. 1158. 1159. 1160.

1161. 1162. 1163. 1164. 1165. 1166. 1167. 1168. 1169. 1170.

1171. 1172. 1173. 1174. 1175. 1176. 1177. 1178. 1179. 1180.

1181. 1182. 1183. 1184. 1185. 1186. 1187. 1188. 1189. 1190.

1191. 1192. 1193. 1194. 1195. 1196. 1197. 1198. 1199. 1200.

Fourth Term:

1. Mathematics--Solid Geometry--Trigonometry
2. Natural Science--Physical Geography
3. History--Modern European
4. Vocal Music--Drawing--Penmanship

Three courses of study came in 1888--the Academic, Scientific, and Business. Certificates were given at the end of two years, but pupils who desired continued in school and at the end of the third year received diplomas. Additional subjects appeared in the curriculum. The course of study consisted of the following:

(1)
THREE COURSES OF STUDY

First Year

<u>Academic</u>	<u>Scientific</u>	<u>Business</u>
English	English	Eng. (first half)
History	History	or
Algebra	Algebra	History or
Latin	German	Political Economy
Physiology	Physiology	Bookkeeping
Physical Geography	Physical Geography	Commercial Law
		Commercial Geography
		Physics

Second Year

<u>Academic</u>	<u>Scientific</u>	<u>Business</u>
English (first half)	English (first half)	Eng. (first half)
History (second half)	History (second half)	or
Geometry	or Chemistry (year)	History or

(1) Superintendent's Report, 1888, p. 90

Fourth Term:

1. Mathematics--Solid Geometry--Trigonometry
2. Natural Science--Physical Geography
3. History--Modern European
4. Vocal Music--Drawing--Penmanship

Three courses of study came in 1888--the Academic, Scientific, and Business. Certificates were given at the end of two years, but pupils who desired continued in school and at the end of the third year received diplomas. Additional subjects appeared in the curriculum. The course of study now stated of the following:

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First Year		
Academic	Scientific	Business
English	English	Eng. (first half)
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Algebra	Algebra	History or
Latin	German	Political Economy
Physiology	Physiology	Bookkeeping
Physical Geography	Physical Geography	Commercial Law
		Commercial Geography
		Physics
Second Year		
Academic	Scientific	Business
English (first half)	English (first half)	Eng. (first half)
History (second half)	History (second half)	or
Geometry	or Chemistry (year)	History or

<u>Academic</u>	<u>Scientific</u>	<u>Business</u>
Latin	German	Political Economy
Physics	Physics	Bookkeeping
		Commercial Law
		Commercial
		Geography
		Physics

Third Year

<u>Academic</u>	<u>Scientific</u>
Trigonometry	Same as Academic
Surveying or English	with History and
Latin	Political Economy
German	
Botany	
Chemistry and Minerology	
Advanced Physics	Four studies pursued at a time

The growth of the school was so rapid and after a few years came a demand for an additional course and in 1892 fifty pupils returned after graduation so the course of study was lengthened to four years. The pupils who entered the first year did so with the understanding that four years would be required for a diploma. Identical courses were given in all of the schools as far as local condition and type of school would permit. Manual training had been introduced before this but was optional.

2. Methods

The Herbartian influence was active during 1890-1900 in the United States and had its influence on methods used in the

(1) Report of Superintendent, 1891-92, p. 43

(2) Report of Superintendent, 1888, p. 91

Academic	Scientific	Business
Latin Physics	German Physics	Political Economy Bookkeeping Commercial Law Commercial Geography Physics

Academic	Scientific	Third Year
Trigonometry Surveying or English Latin German Botany Chemistry and Mineralogy Advanced Physics	Same as Academic with History and Political Economy	Four studies pursued at a time

The growth of the school was so rapid and after a few years came a demand for an additional course and in 1892 fifty pupils returned after graduation as the course of study was lengthened to four years. The pupils who entered the first year did so with the understanding that four years would be required for a diploma. Identical courses were given in all of the schools as far as local condition and type of school would permit. Manual training had been introduced before this but was optional.

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(1) Report of Superintendent, 1891-92, p. 43
(2) Report of Superintendent, 1888, p. 91

(1)
schools of Washington. The teachers employed in the high schools came from the best normal schools and colleges and were allowed to use the methods received in these schools. It is impossible to go into detail in stating the methods used in the various subjects so only a few illustrations can be given. Methods of instruction, however, in all secondary schools have been
(2)
influenced from the side of natural science. Laboratories were provided in the first high schools and much stress was laid on accuracy in recording observations and experiments. Oral and written recitation by students filled a large place in the method used in teaching. Money was taken from the contingent fund for additional apparatus and for additional teachers in order to improve the work.

In algebra the student was taught step by step the principles underlying every operation. In geometry the synthetic method was used giving students drill in formal statements of a chain of reasoning. Methods used to test accuracy were exclusive of mere book answers.

History on the whole was the most neglected of the main
(3)
subjects in secondary schools. The method used was simply to train pupils and put them in possession of a great body of facts and recitation based upon topical assignments. Drill

(1) Report of Superintendent, 1898-99, p. 200

(2) Brown, Elmer E., The Making of Our Middle Schools, p. 43

(3) Report of Superintendent, 1898-99, p. 200

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(1) Report of Superintendent, 1898-99, p. 200
(2) Brown, Elmer E., The Making of our Middle Schools, p. 48
(3) Report of Superintendent, 1898-99, p. 200

was found in tracing topics which ran throughout the period
(1)
under discussion.

High schools of Washington were compelled to meet the difficulty which all schools faced in teaching English--the habitually loose, careless expression of the great body of students. Attempts of the high schools to overcome this tendency and to arouse in the students the desire to use not fine "English" but correct, adequate expression, commensurate in dignity with worthy thought was the problem. In the teaching of English two great objectives were to secure clear, correct expression of thought and to teach appreciation of the best literature. During the first year more formal study was given to narration, description and simple exposition. In the second year argumentation was studied in its simpler form. During the entire course there was constant criticism of oral as well as written work, from the standpoint of correct thought. There was constant drill to secure the best results.

Biology was offered as an elective to all pupils of the third year. Methods used were lecture, recitation and laboratory.

3. Pupil Attendance

When the advanced grammar classes were started pupils showing marked ability were admitted. The number at first was

(1) Brown, Elmer E., The Making of Our Middle Schools, p. 43

(2) Superintendent's Report, 1899-1900, p. 190

was found in tracing topics which ran throughout the period
(1)
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Biology was offered as an elective to all pupils of the third year. Methods used were lecture, recitation and laboratory.

3. English Attendance

When the advanced grammar classes were started pupils showing marked ability were admitted. The number at first was

(1) Brown, Miss E., The Making of Our Middle Schools, p. 43
(2) Superintendent's Report, 1909-1910, p. 120

small, but with growing popularity of the high school the number rapidly increased. In 1864 a law had been passed by Congress for compulsory attendance at school of pupils between the ages of six and fourteen years of age for twelve weeks attendance six of which were consecutive. Compulsory education for the school term did not come until 1901.

Congress in 1867 made it the duty of the Commissioner of Education to ascertain the number of children in the District of Columbia. This resulted in the taking of the school census. The following table gives an idea of the increased attendance in the high school during a part of this period. (See page 91)

It is interesting to note the enrollment in the schools after branch schools were established as it gives a clearer picture of the increased attendance.

1891-92

Central--enrollment	937
Eastern " "	279
M Street " "	407
Western " "	117
Business " "	259

From a report given in 1898-99 the number attending high school was 3,257, out of this number 1,255 were male and 2,002 were female.⁽¹⁾

(1) Report of Superintendent 1898-99, page 17

TABLE SHOWING
WHOLE NUMBER OF PUPILS ENROLLED, INCREASED PERCENTAGE FOR EACH YEAR SINCE BEGINNING
OF ADVANCED GRAMMAR SCHOOL TO 1888 (1)

Year	BOYS			GIRLS			TOTAL		
	No. en-rolled	Increase	Per cent of Increase	No. En-rolled	Increase	Percent No. En-Increase	No. En-rolled	Increase	Percent of Increase
1876-77				54			54		
1877-78	54			76	22	40.7	130	76	147.4
1878-79	67	13	24	84	8	10.5	151	21	16.1
1879-80	81	14	20.9	98	14	16.6	179	28	18.5
1880-81	104	23	28.4	130	32	32.7	284	55	30.5
1881-82	121	17	16.3	147	17	13.0	268	34	14.5
1882-83	171	50	41.3	241	94	13.9	412	144	53.7
1883-84	209	38	22.2	315	74	30.9	524	112	27.1
1884-85	223	14	6.2	433	128	31.8	556	132	20.1
1885-86	262	39	15.2	483	50	10.3	745	89	11.9
1886-87	301	39	11.0	526	43	8.9	827	82	11.0
1887-88	414	113	37.5	583	57	10.8	997	170	20.5

(1) From Superintendent's Report, 1887-1888, p. 42

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4. Number of Teachers

One teacher was put in charge of the girls when the advanced grammar school was opened; when this experiment was a success the boys were put into an advanced class in charge of a teacher. When these classes were united and formed the Washington High School the number increased. The rapid growth necessitated the gradual increase in the teaching force⁽¹⁾ as shown by this table.

<u>Year</u>	<u>Number of Teachers</u>
<u>1882</u>	<u>11</u>
<u>1885</u>	<u>24</u>
<u>1890</u>	<u>41</u>
<u>1899</u>	<u>134</u>

E. Administration

1. Board of Trustees

In 1874 the Commissioner's orders consolidated the boards of trustees into one board. This board had the power to appoint teachers, to prescribe the course of study and select textbooks. In 1878 this board was abolished and a new board⁽²⁾ appointed which consisted of nineteen members. On

(1) Reports of 1889-92, p. 43, Report of 1898-99, p. 17

(2) Compilation of Laws Affecting Public Schools, p. 11-12

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(1) Reports of 1889-90, p. 43, Report of 1898-99, p. IV
(2) Compilation of laws affecting Public Schools, p. 11-12

July 1, 1882 this number was decreased to nine members--six white and three colored. In 1895 an Act authorized the appointment of women as school trustees.

The board of trustees had the appointment of superintendent and teachers and had the powers to determine all questions of general policy relating to the schools. The board was composed of members who applied themselves harmoniously and diligently to the faithful discharge of the important trust committed to them. They did much for the improvement of high schools through these measures:

1. They brought the schools into closer relation to each other and had a uniform supervision, discipline, textbooks and methods of instruction.

2. Called attention to obstacles in way of progress.

3. Called attention to inadequate means to maintain the schools.

The board of trustees performed the duty well until abolished in 1900 by the Commissioners and a board of education of seven members was appointed.

2. Superintendent

The development of the office of city superintendent had not made much progress at the opening of the Civil War, but it had its origin in the pre-Civil War generation. The first

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The development of the office of city superintendent had not made much progress at the opening of the Civil War, but it had its origin in the pre-Civil War generation. The first

occurrence of this important office was in the city of Buffalo
(1)
in 1837, then followed Boston in 1851. Washington did not have
a superintendent until 1868 when by Act of the City Council
(2)
the office was created.

Some of the duties of the superintendent as outlined
were:

1. To visit schools under charge of the trustees of the
public schools at least once a week
2. Direct all matters regarding the government and
course of instructions, books, studies and
discipline
3. To preside at all meetings of the board in the
absence of the Mayor and shall be entitled to
vote on questions coming before the board.
4. To execute the rules and regulations of the board
of trustees of public schools.

Zalmon Richards was the first superintendent appointed.
He was a graduate of Williams College and was a man of
splendid scholarship. He was followed by James O. Wilson, a
graduate of Dartmouth, who was the most outstanding superinten-
dent of this period in Washington. His first annual report
carried three important recommendations, namely:

1. Establishment of a normal school
2. Establishment of a high school

(1) Reisner, H., Evolution of the Common School, p. 358

(2) Compilation of Laws Affecting Public Schools of Wash., p. 5

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2. Establishment of a high school

(1) Helmer, H., Division of the Common School, p. 338
(2) Compilation of laws affecting Public Schools of Wash., p. 8

3. That Congress be asked to donate 2,000,00 acres of public land for the benefit of the District School System--this was realized through Congressional appropriation which began in 1878.

He was energetic and his recommendations were carried out. In recognition of his superior work he was decorated by the French Government. ⁽¹⁾ The public school system will always stand as a monument to his energy and genius--for he knew the duties of a superintendent and performed them well. ⁽²⁾

3. Principal

The principal of the high school had many duties to perform. From the beginning the principals were a tireless set of men and women and to them much credit is due for the development of the high school during this period.

Among the duties they performed can be found in the following:

1. The principal at Central acted as the director of the other high schools--advised the teachers ^{as} to the best methods of instruction and government of the schools.

2. Principals of all high schools supervised the grounds, buildings, and made requisition for supplies of fuel,

(1) Proctor, John C., Washington, Past and Present, Vol. 1, p. 448

(2) Washington Times, April 3, 1911

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(1) Proctor, John C., Washington, Past and Present, Vol. I, p. 448

(2) Washington Times, April 3, 1911

books, stationery and other articles requires for us.

3. They kept a correct account of all supplies received, record of all pupils.

4. They furnished according to form all reports of the schools to the Trustee Board.

5. Advised the teachers of rules and regulations
(1)
pertaining to school.

6. Gave suggestive criticism to teachers.

4. Teacher

With the development of the high school there came a demand for increase in the number of teachers. When the course of study was lengthened to four years there came the need of having better prepared teachers, and this need could only be filled through larger salaries. Teachers came into the system from various colleges and normal schools. In order to secure good teachers in 1878 a committee known as board of examiners was appointed to conduct examination of persons seeking employment in the District of Columbia.

Teachers in the District in the high schools during this period were under the supervision of the principal. When the branch schools were established the teachers in these schools were supervised by the principal of Central. These early teachers did much to bring the school up to the standard, followed rules laid down by the board of trustees, took an

Minutes of Trustee Board 1894-97, p. 9

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Minutes of Trustee Board 1884-85, p. 9

active part in educational organization and encouraged the youth under their supervision to higher things.

Summary of Secondary Education from 1860-1900

Secondary education during the period of 1860-1900 made rapid progress. In face of difficulties occasioned by the Civil War a building program was carried on and school buildings worthy of the nation's Capital were erected. Men with progressive educational ideas came forward and pressed the need for better educational opportunities for the children of Washington.

With the increased interest on the part of the citizens, there came a desire on the part of some of the pupils for more than a grammar school education. Provision was made for girls who wished to continue study by placing them under one teacher. This was successful and was followed by an experiment for boys. Within a short period these classes were combined and with provision of additional teachers and the erection of a suitable building, there came into existence the Washington High School. Before the close of the period branch schools appeared and in 1890 Washington had five high schools with an attendance of 3,257 pupils. With the increased enrollment and the desire for better preparation came the extension of the course of study. In the beginning the work consisted of the extension of eighth grade work with a few additional studies and at the close of

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the period the work had been increased to four years. The development of secondary education during this period was partly due to the following:

1. Progressive Trustee Boards
2. Support given by citizens to education
3. Wide awake superintendents
4. Earnest principals and teachers
5. Pupils who desired to continue study
6. Demand for better preparation of pupils
7. Financial aid secured from Congress annually

On a whole there was marked development and the schools were ready to go on to higher things in the next period.

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CHAPTER V

SECONDARY EDUCATION FROM 1900 to 1935

A. Expansion

1. Agitation for Reorganization

The schools of the District of Columbia were managed from their reorganization in 1805 to 1900 by Boards of Trustees composed of representative citizens from official, professional and business life. Much of the success achieved in this time was due to the labors of this group who served the community without compensation. In the latter part of this period the which was marked by the opening of the high school, the school system was brought more and more before the public. With the opening of the period 1900-1935 came a demand for greater development.

The new Board of Education, which was appointed July 1, 1900 when it entered upon duty found a school organization⁽¹⁾ with vigorous life of which the city was proud. There was need for improvement in order to bring the system up to the standard and to have it compare favorably with the public school systems in other cities. This was done through changes brought about through Congressional investigation, work of the Board of Education and a large increase in attendance in the High School which called for better school facilities.

(1) First Report of Board of Education, 1900-01, p.13

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(1) First Report of Board of Education, 1900-01, p. 10

Large numbers of people employed in Government service, and a great number of people attracted to the city as a place of residence appreciated the advantages offered by the public schools and placed their children in them. The tone of culture, character, ideals of conduct of these new pupils were reflected upon the high schools and more and more the function of the high school during this time was to sharpen intellect,⁽¹⁾ train the body, and develop character.

Educational progress from year to year appeared to have been slow. The Board of Education and the administrative officers frequently found it difficult to accomplish all of the things they planned doing. The development and improvement of the system through this period have been remarkable. The changes have been gradual and have been made whenever the opportunities were presented.

2. The Organic Law of 1906

The organic law of 1906 marks the beginning of the organization of the present public schools of Washington. This law established a Board of Education of nine members and described its powers.⁽²⁾ It defined the authority of the superintendent of schools and established a staff of educational officers. The law also defined in a general way the general functions of these officers. A salary schedule for officers and teachers was also established. Changes in the organization of the

(1) Report of Board of Education, 1900-01, p. 164

(2) Compilation of Laws Affecting Public Schools of Wash., p. 14

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(1) Report of Board of Education, 1900-01, p. 184
(2) Compilation of Laws Affecting Public Schools of Wash., p. 1

(1)
school system as defined can only be made through legislation. Educational progress in the organization and administration of the school system is largely contingent upon the enactment of legislation by Congress. Since the passage of the Organic Act, Congress passed a child labor law on May 28, 1908 for the District of Columbia and a teacher's retirement law on January 15, 1920. Aside from these two laws which do not affect the organization or administration of education in the District of Columbia, Congress has passed no laws affecting the school system since June 20, 1906. The annual appropriation bills (2) have carried some legislative provisions.

While the high schools have grown since 1906, this growth indicated a progressive development of a growing school system. The following tabulation gives an idea of the advancement made since 1906 and indicates steps forward:

1. Establishment of Vocational high schools
2. Establishment of junior high schools
3. Dental Clinics, 1918-24
4. Free textbooks in the high school
5. Child labor laws
6. Change in compulsory school law
7. Establishment of department of tests and measurements
8. Medical inspection

(1) Report of Board of Education, 1921-22, p. 104

(2) Report of Board of Education, 1921-22, p. 104

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9. School nurse
10. Development of parent-teacher associations
11. Increase in number of assistant superintendents
12. Increase in number of heads of departments
13. Character education experiment
14. Establishment of high school banks.

The school system as it exists today was cast in the mold of 1906, and the organization is controlled by law of 1906. Educational progress in the Nation during this period has been unparalleled in any corresponding period of educational history. The administrative development of the school of the District of Columbia since 1906 has frequently been seriously limited by the provisions of the Organic Act of 1906 because some provisions were inadequate to meet the growth of the school system and had to be amended. ⁽¹⁾ The Board of Education from time to time prepares bills for introduction in Congress for improvement of the school system. It is the policy of the board to ask various organizations to consider and indorse the bills. Through this cooperation the whole system is now given a little more freedom to develop in accordance with best educational practice of the Nation. Problems are being worked out by the Superintendent, Dr. Ballou, and the Board of Education to adjust matters in the administration of the school system in accordance with the act.

(1) Report of Board of Education 1920-21, p. 79

9. School nurse
 10. Development of parent-teacher associations
 11. Increase in number of assistant superintendents
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 13. Unrestricted educational experiment
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(1) Report of Board of Education 1930-31, p. 75

B. Celebration of One Hundredth Anniversary of
Public Schools 1905

The celebration of the one hundredth anniversary of the founding of the Washington Public School System is an outstanding event in the history of the development of the public school system in the Capital of the Nation. The celebration brought the schools before the public in a new light. Great interest was aroused in them through an exhibit of the work of the students, which gave the patrons an opportunity to inspect some of the work done in various schools. The exhibit was held at the following schools: McKinley, Business High, Armstrong, and M Street High. The entire school system⁽¹⁾ was represented and the exhibit~~s~~ was one of high merit.

1. Part Played by President Theodore Roosevelt

President Roosevelt showed great interest in the occasion and received informally in the East Room of the White House on December 18, 1905 at 3 o'clock P. M. The school officials and some representative citizens attended. The officers were introduced by Hon. B. F. MacFarland, president of the Board of Commissioners. He called attention to the fact that many Presidents of the United States had taken an interest in public education and cited the work of Thomas Jefferson. He also mentioned that President Roosevelt had shown his testimony to the value and efficiency of public education by sending his children to the public schools. The President considered it a

Report of Board of Education, 1904-08, p. 58

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Report of Board of Education, 1904-05, p. 25

good fortune to have his children educated in the public schools and this statement: "the public schools are not merely the educational center for the mass of our people, but they are the factories of American citizenship" was the keynote of his (1) speech.

2. Part Played by Other Celebrated Men

A celebration at the Congregational Church, December 18, 1905 was an outstanding affair for it brought together many prominent men who had been for many years interested in the public schools. Among them were the following: William Taft, Secretary of War, Reverend Edward Everett Hale, Chaplain of the Senate, Reverend J. B. Butler, Honorable Henry Mac Farland, President of the Board of Commissioners, and J. Ormond Wilson. Secretary Taft had demonstrated his faith in public education by sending his son to the public schools of Washington.

William Everett Hale testified his gratitude to the people of Washington and public schools for furnishing a thorough (2) system of education. The contrast was made between the two little school buildings of 1805 costing less than \$1,200 and the school buildings of 1905. The purpose of public education of 1805 was also contrasted with the purpose of 1905--that of absolute equality for all.

(1) Report of Board of Education, 1904-05, p. 52

(2) Report of Board of Education, 1904-08, p. 58

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E. Part Played by Other Celebrated Men

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(1) Report of Board of Education, 1904-05, p. 28
(2) Report of Board of Education, 1904-05, p. 28

C. Growth of the High School

It cannot be said that the development of secondary education has been rapid in the District of Columbia. During the first of this period began to feel that the high school was indeed the heritage of the people. The school system was not perfect, but Congress in its wisdom, after formal inquiry declared the existence of certain defects and substituted a new organization with new powers. Congress placed both white and colored schools under one superintendent and insured an equality in every department of school administration.

The purpose of practical education was stressed in the early part of this period and has steadily advanced throughout the entire period. The manual training idea as it is related to the mental, physical and moral development became more and more understood by the public. Associate Judge Barnard, a distinguished lawyer, saw the value of it as a part of education in the schools of Washington and stated that it brought to the city the advantage of the kind of training the boys on the farm received--that of working out concrete problems with their hands as well as their heads. General Spear, former head of the Patent Office, saw the need for scientific and technical training for the youth interested in these things and advocated that training of this nature be given in the public schools. General Harriss of the Washington Electric

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Company, also saw the great need for improvement in public education to meet the demand for better prepared men. The expression of men like these, who advocated this point of view, had influence upon the public mind and helped to increase the popularity of manual training.

The two high schools carrying out the manual training idea were opened in the beginning of this period. They are designated now as McKinley Technical High School for white pupils, and the Armstrong Technical High School, for colored pupils. The aims of these schools from the beginning was not to turn out skilled mechanics or tradesmen ready to enter the world's arena of labor, but to ascertain the abilities of boys and girls and train them in the proper direction in order that the selection of work would be easier and ultimate success more accurately assured. These schools have played no little part in the economic life in Washington.

1. Technical High Schools

McKinley High School dates back to 1885 when C. H. Koyl, an instructor in Central High School, secured a wood bench and a few tools and gave instruction in shop practice to a few pupils who were willing to devote some spare time to this purpose. It is interesting to note that the first step from within the school system toward the introduction of manual training into the high school was taken by a teacher of physics. He said

(1) Report of Board of Education, 1904-05, p. 229

(2) Report of Board of Education, 1904-05, p. 224

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(1) Report of Board of Education, 1904-05, p. 232
(2) Report of Board of Education, 1904-05, p. 234

the value of practical knowledge of construction in his department was evident and introduced this course of instruction which proved very successful. W. B. Powell, who was the superintendent of education from 1885 to 1900 became an advocate of the work. Other courses were added and in 1887 the girls⁽¹⁾ of the high school received consideration. The work was optional and was open to any pupil of the high school. These classes gradually developed and it became necessary to offer a two year course. In 1898 125 pupils enrolled in these courses. In 1902 the manual training classes were moved to a new building⁽²⁾ and became the McKinley Manual Training High School. The first staff consisted of a principal and fifteen teachers. Teachers were transferred from Central and Eastern High Schools. The building was not large enough to accommodate the number of pupils and six classrooms were used at Central. In 1903-04 the attendance was so large that pupils were not encouraged to attend. June 11, 1905 marks the date of the first graduating class from the new school.

Important changes have been made in the school from year to year. Increase in enrollment often called for readjustment. In 1912 classes became so large that the limit of endurance was reached, but time passed before relief came.⁽³⁾ In 1921 the McKinley building with a capacity of 1,100 had an enrollment of 1,460. This building was over crowded and was the result that

(1) Report of Board of Education, 1902-03, p. ~~231~~ 224

(2) Report of Board of Education, 1902-03, p. 231

(3) Report of Board of Education, 1912-13, page 60

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(1) Report of Board of Education, 1905-06, p. 211
(2) Report of Board of Education, 1908-09, p. 201
(3) Report of Board of Education, 1913-14, page 60

appropriations made by Congress could not meet the needs of
(1)
the school system.

In 1924 in accordance with the five year building program inaugurated by Dr. Frank Ballou, the superintendent, the erection of a new building was provided. The school is now housed in a well equipped building and from the stand point of equipment and building is one of the outstanding technical high schools in the United States. Congress and the school authorities spared no means within their power to make it so. The capacity is 2,300.

In September 1899⁴ R. H. Terrell, the principal of M Street High School for colored students, organized a technical course embracing shop work. There was growth and soon there came the need for a separate institution which would offer opportunity for the colored youth to develop in some particular line of industrial activity. This led to the establishment of the Armstrong Manual Training School.

The school has filled an important place in Washington for the colored youth and has grown rapidly. For years the school plant suffered inconvenience through being compelled to conduct its work for nearly 1,200 students in a main structure built to accommodate comfortably only 350 students. To relieve this condition thirteen portables and four brick garages were used for shop and class rooms.
(2)
In 1925 an addition was made to the

(1) Report of Board of Education, 1912-13, page 103

(2) Report of Board of Education, 1924-25, p. 87

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dition thirteen portables and four brick garages were used for
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(2)

building and this provided accommodation for eight hundred pupils who were housed in the portables. The cost of the annex, including cost of building and equipment was \$816,509. The replacement value of the main structure built in 1902 was estimated at \$300,000, so now the total value of the building is \$1,116,509.

Armstrong and McKinley are under the same general plan and for many years were under the same director. Both buildings are well equipped and have made great progress since organization.

2. Academic High Schools

The four academic high schools, namely, Central, Western, Eastern, and Dunbar, have grown rapidly during the period of 1900-1935. Congress has never been able to keep the building pace ahead of enrollment, consequently from time to time these schools have staggered under unreasonable loads. In some cases conditions have been met by two shift programs. The larger attendance is due in some measure to compulsory attendance law.

A Congressional Commission, February 25, 1908, provided by organic act of 1906, inspected every school building in 17 different cities. In the report to Congress a number of recommendations were made. Among the recommendations dealing with the high schools was one for abandonment of Central and M Street
(1)

High Schools. It took some years to carry out this recommendation as the District Government was behind in construction of

(1) Report of Board of Education, 1908-09, p. 36

building and this provided accommodation for eight hundred people who were housed in the portables. The cost of the annex, including cost of building and equipment was \$216,500. The replacement value of the main structure built in 1908 was estimated at \$300,000, so now the total value of the building is \$516,500.

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E. Academic High Schools

The four academic high schools, namely, Central, Western, Eastern, and Junior, have grown rapidly during the period of 1900-1930. Congress has never been able to keep the building pace ahead of enrollment, consequently from time to time these schools have staggered under unreasonable loads. In some cases conditions have been met by two shift programs. The larger attendance is due in some measure to compulsory attendance law.

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(1) Report of Board of Education, 1903-04, p. 35

new buildings.

The present building for Central High School was opened September 1916 with an accommodation for 2,300 pupils. Appropriations for the building were made as follows. (1)

1912--purchase of site.....	\$250,000
1914--building and equipment....	300,000
1915--building and equipment....	450,000
1916--building and equipment....	450,000
1918--building and equipment....	55,000

This building contained everything that a modern high school building should have including gymnasium, swimming pools, auditoriums, adequate laboratories and shops.

The Dunbar High School for colored students was opened September 1916 and took the place of the M Street High School which was inadequate to meet the needs of a high school. The appropriations for the new building were made as follows:

1912.....	\$ 60,000
1914.....	150,000
1915.....	150,000
1916.....	250,000 (2)

The building accommodated 1,200 pupils. In 1920 the enrollment was 1,402 and in order to provide accommodation for pupils sub-basement rooms and science laboratories were used to relieve the crowded conditions.

The Eastern and Western High Schools have developed rapidly. The new Eastern High School with a capacity of 2,000

(1) Report of Board of Education, 1921-22, p. 56

(2) Report of Board of Education, 1921-22, p. 56

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The Dummer High School for colored students was opened

September 1916 and took the place of the K Street High School

which was inadequate to meet the needs of a high school. The

appropriations for the new building were made as follows:

1918.....	\$ 50,000
1918.....	150,000
1918.....	150,000
1918.....	250,000

The building accommodated 1,500 pupils. In 1920 the en-

rollment was 2,400 and in order to provide accommodation for

pupils and basement rooms and science laboratories were used

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The Eastern and Western High Schools have developed

rapidly. The new Eastern High School with a capacity of 2,000

(1) Report of Board of Education, 1921-22, p. 55
(2) Report of Board of Education, 1921-22, p. 55

was opened in 1923. The enrollment in 1920 was 661, but with the opening of the new building the enrollment went up to 1,500.

The number of pupils enrolled in Western in 1910 was 615. During the school year 1922-23 part time classes were held, but this was relieved when a new building was erected. The enrollment by 1930 reached 1,800 with an excess over capacity of (1) 310. Enrollment since 1930 has steadily increased.

3. Business High Schools

From year to year the business high school has developed rapidly. Although the building erected in 1905 had a capacity of 900, by 1920 the enrollment was 1,208. It was found necessary to provide larger quarters and a new building was erected for the business high school in 1930 and it was named the (2) Roosevelt High School.

(3)
The building when completed cost \$1,251,800. It was accepted by the commissioners July 27, 1932 and congestion was relieved when the school moved into the new building.

The business department at Dunbar for colored students was separated and became the Cardoza Business High School. It was at first located in the old M Street Building and was later located in the building formerly used for the white business high school. In the few years that it has been separate the

(1) Report of the Board of Education, 1930-31, p. 99

(2) Report of the Board of Education, 1930-31, p. 101

(3) Report of the Board of Education, 1931-32, p. 56

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The business department at Denver for colored students

was separated and became the Carson Business High School. It

was at first located in the old M Street Building and was later

located in the building formerly used for the white business

high school. In the few years that it has been separate the

- (1) Report of the Board of Education, 1930-31, p. 29
- (2) Report of the Board of Education, 1930-31, p. 101
- (3) Report of the Board of Education, 1931-32, p. 36

enrollment has increased rapidly.

The problem of providing school house accommodation is ever present in large American cities. It is a difficult problem in Washington because so many factors are involved. The school population is continually shifting from one section of the city to the other. Much has been accomplished in the period 1920-1930 to relieve the crowded condition which has come as the schools developed. A survey of this condition, a Congressional hearing 1922-23, and the enactment of the five year building program under Superintendent Ballou, all show that school officers⁽¹⁾ have studied the situation. With the opening of two new high schools in the next few years, this condition will be relieved and the high school will continue to fill an important place in the educational system.

D. Growth of the Secondary School Downward--The
Junior High School

The junior high school is comparatively a new institution in the American system of education. It is the name applied to an institution which as yet has not become thoroughly standardized. Since it is a new institution to meet the varying needs and conditions in American cities and towns it should not become too much standardized. The junior high school in Washington is a separate school organized on the departmental plan and receives pupils when they have completed the sixth

(1) Report of Board of Education, 1929-30, p. 60

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D. Growth of the Secondary School Department--The Junior High School

The Junior High school is comparatively a new institution in the American system of education. It is the name applied to an institution which as yet has not become thoroughly standardized. Since it is a new institution to meet the varying needs and conditions in American cities and towns it should not become too much standardized. The Junior High school in Washington is a separate school organized on the departmental plan and receives pupils when they have completed the sixth (1) Report of Board of Education, 1932-33, p. 50

year of elementary school, when they are about to enter the adolescent stage. It provides three years work covering grades 7 and 8 of the elementary school and the first year of the present secondary school and offers differentiated courses of study for pupils appropriate to their interest, capacities, and probably careers.⁽¹⁾

The junior high school in Washington is independent in its organization and administration from either the elementary or high schools. The fundamental purpose is to improve the instruction of pupils through a better adaptation of their needs of the subject matter and methods of instruction.

The situation in Washington has been most favorable for the organization and development and in the course of several years almost a complete system of junior high schools has developed. The junior high school appeared in Washington in 1919 when the Columbia and the Shaw schools were put in operation. In 1923 two more were opened--as these four proved so successful additional ones were opened. Others have been opened since then until the system is almost complete.

It is due to foresight and careful planning of the school officials that the transition from elementary schools to the junior high schools was made with very little friction and disorganization. The openings meant only new principals and a readjustment of the pupil's ideas of school to meet the freedom and responsibility that comes from departmentalization and

(1) Report of Board of Education, 1921-22, p. 82(Dr. Ballou's Report)

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electives of the junior high school. The following represents the maximum number of pupils enrolled in the junior high schools, and shows the development from 1930 to 1934. (2)

Table Showing Increase in Enrollment in Junior High Schools--1930-1934

	1930	1931	1932	1933	1934
White	6,367	7,026	9,284	10,530	11,786
Colored	3,901	4,081	4,821	5,172	5,732
Total	10,268	11,107	14,105	15,702	17,519

E. Organization

The high schools of Washington may be classified as follows: Those in which the recognized courses of study in secondary schools are consolidated and those in which emphasis is laid upon training in specialized fields of education.

In the consolidated high schools--Eastern, Central, and McKinley--courses of study are offered in general academic training and the manual arts. The purpose of combining the studies in academic subjects with business training and with manual arts work is to give each pupil an opportunity to find himself in the field of learning in which he has the greatest aptitude and interest. (3) Opportunities for specializing in preparation for the various colleges, for a business career and

(1) Board of Education Report, 1924-25, p. 25

(2) Report of Commissioners of Washington, D. C., p. 59

(3) Washington Public Schools. Document No. 1, 1930, p. 1

effectives of the Junior high school. The following represents the maximum number of pupils enrolled in the Junior high schools, and shows the development from 1930 to 1934.

Table Showing Increase in Enrollment in Junior High Schools--1930-1934

	1930	1931	1932	1933	1934
White	6,367	7,026	7,884	10,550	11,786
Colored	2,901	4,081	4,881	5,173	5,732
Total	9,268	11,107	12,765	15,723	17,518

E. Organization

The high schools of Washington may be classified as follows: Those in which the recognized courses of study in secondary schools are consolidated and those in which emphasis is laid upon training in specialized fields of education. In the consolidated high schools--Masters, Central, and McKinley--courses of study are offered in general academic training and the manual arts. The purpose of combining the studies in academic subjects with business training and with manual arts work is to give each pupil an opportunity to find himself in the field of learning in which he has the greatest aptitude and interest. Opportunities for specializing in preparation for the various colleges, for a business career and

(1) Board of Education Report, 1934-35, p. 35
(2) Report of Commissioners of Washington, D. C., p. 32
(3) Washington Public Schools, Document No. 1, 1930, p. 1

for works in the manual arts--wood and metal work, mechanical architectural drawing, craft, home economics, and printing are enlarged in each year of the course. The Dunbar High School is similar in scope to the work at Central, but gives no manual training subjects.

The distinctive purpose of the business high school is to give business training leading directly to self-support. Emphasis is laid upon the business arts, penmanship, spelling, commercial drawing, arithmetic, bookkeeping, accounting, shorthand, typewriting, and office methods. In the four year course these are supplemented by studies leading to an understanding of modern commercial and industrial activities and relations. Students may also be prepared for the more liberal colleges by selecting proper academic subjects.

The course of study as developed through this period in the McKinley and Armstrong High Schools has had in view the needs of those pupils who desire to enter technical colleges or who enter scientific and technical pursuits upon graduation. All pupils in these schools are required to pursue a course of study in manual training and drawing or printing for at least three years.

Western High School offers two courses, the academic or college preparatory and a business course. In Central High School thirty-four credits are necessary for graduation. Of these 32 represent major subjects and must include 8 credits

in English, 2 credits in mathematics, 2 credits in science (not elementary science), and 2 credits in American history. The two credits minor subjects are gained by 1 year of music, 2 periods each week, and 4 years of physical training, 2 periods each week. A foreign language is not required for graduation, but if elected, it must be continued for at least two years.

Eastern High School offers a 4 year course, requiring 34 credits for graduation and a three year commercial course requiring 27 credits for completion. Pupils completing the commercial course may continue one year and receive a diploma by completing certain prescribed work. In addition to the regular academic and business subjects courses are offered in home economics, auto-science, printing and wood work. (1)

In Western High two courses are offered, the academic or college preparatory and a business course. Each course requires four years and a total of thirty-four credits.

In the business high schools the courses have been carefully planned to meet the immediate needs of the students. A business course of four years' duration is offered. Through a proper election of subjects during the third and fourth years a pupil may prepare for entrance to college.

Dunbar offers primarily a liberal education in the secondary field. For those whose training is expected to ex-

(1) Washington Public Schools. School Document No. 1, 1930,
p. 30

in English, 3 credits in mathematics, 3 credits in science (not elementary science), and 3 credits in American history. The two credits minor subjects are gained by 1 year of music.

3 periods each week, and 4 years of physical training, 3 periods each week. A foreign language is not required for graduation, but if elected, it must be continued for at least two years.

Eastern High School offers a 4 year course, requiring 36 credits for graduation and a three year commercial course requiring 37 credits for completion. Pupils completing the commercial course may continue one year and receive a diploma by completing certain prescribed work. In addition to the regular academic and business subjects courses are offered in home economics, auto-mechanics, printing and wood work.

In Western High two courses are offered, the academic or college preparatory and a business course. Each course requires four years and a total of thirty-four credits.

In the business high schools the courses have been carefully planned to meet the immediate needs of the students. A business course of four years' duration is offered. Through a proper selection of subjects during the third and fourth years a pupil may prepare for entrance to college.

Dunbar offers primarily a liberal education in the secondary field. For those whose training is expected to ex-

tend beyond the high school it offers full preparation for the
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teacher-training as well as for admission to college.

The curriculum of 1930--as compared with 1900--shows that through the years the course of study has been made to fit the needs of the various pupils. A number of electives are so arranged to meet the condition which exist in Washington in 1934-35 and many graduates are returning for additional work and pupils are not dropping out as much. Today the child, rather than a course of study, is considered the center of the educational problem. Even accepting this point of view the course of study is a vital factor in classroom instruction. In recognition of this fact, systematic progress has been made in the course of study for the high school. The superintendent, principals, heads of departments and teachers are given more attention to improve in order to have the curriculum meet the
(2)
new order. The work of the first year in high schools will disappear as the junior high school continues to develop in the system.

2. Methods

By 1900 there was a distinct movement on the part of the states to make some preparation a prerequisite for certification for teaching. Since this time new influences and a number of new conceptions have modified the earlier ideas as to the

(1) Washington Public Schools, Document 1, 1932, p. 20

(2) Report of Board of Education, 1929-30, p. 93

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(1) Washington Public Schools, Document 1, 1932, p. 20
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nature of teaching. The large enrollment and decreased level of ability on a part of some of the pupils have made it necessary to have more effective methods of teaching and better prepared teachers. In making a study of the reports of the different heads of departments from year to year these changes are clearly shown.

Among the methods used during the period of 1900 to 1935 are:

1. Telling--Oral telling by teachers which permits introduction of material not found in textbooks.
2. Textbook and reference assignments
3. Direct sensory presentation

Among the development methods are:

1. The deductive
2. The inductive
3. The Socratic development method

Today the school is concerned with the development of the personality of the individual. The prescribed program of instruction consist not merely of mastery of books, but provides activities and experiences for pupils and this aids in education. The methods used in the high schools in Washington during this period intended to develop initiative of pupils and to encourage them in independent thought and action. This was kept in mind by the teachers of various subjects and a study of reports reveals this fact.

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The teachers of Washington have been able to improve methods used through:

1. Lectures given at Teachers' Institute by experts
2. Through extension courses (often free of charge)
3. Through conferences with heads of departments
4. Attendance at summer schools
5. Through educational staff meetings.

The factors which have helped to improve methods of teaching in 1900-1935 are:

1. Visual instruction
2. Socialized recitation
3. Motivation
4. Unit Method
5. New type of examination
6. Recognition of individual differences
7. Educational research

3. Pupil Requirement

Pupils are admitted to the high school in Washington upon graduation from the junior high school or upon presentation of certificate showing completion of the eighth grade of an accredited public school or upon certification from the superintendent or assistant superintendent. Pupils from eighth grades of schools other than public schools must be examined. Pupils with advanced study are admitted through the board of admission,

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after the board has decided on relative credits and examination. Non-resident pupils may be admitted and taught in the District of Columbia on payment of such tuition rate as fixed by the Board of Education. The tuition rate for non-residents of the high school in 1930 was as follows: (1)

Table Showing Comparison of Resident with Non-Resident Pupils and Amount of Tuition Paid, 1930-31

School	Total	Resident Pupils	Non-Resident	Non-R. Paying	Not Paying	Est. Revenue	Tuition Rate
Senior High	12,797	11,899	878	34	844	\$4,169.08	\$122.12
Junior High	11,250	10,861	389	8	381	775.20	96.90

The following table shows the increase in the high schools at different years during the period 1900-1934: (2)

Year	Number of Pupils
1900	3,314
1912	6,757
1916	7,352
1919	8,470
1922	111,772
1930	12,797
1933	15,907
1934	15,872

4. Number of Teachers

The number of teachers has increased during the period as the enrollment of pupils in high school has increased. In 1900 the total number was 144, and 1935 the number increased to 671. (3)

(1) Report of B. of Education, 1930-31, p. 57
 (2) Compiled from reports of B. of Ed. & Report of Gov., 1934
 (3) Furnished by office of Statistician, 1935

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School Total Resident Non-Resident		Rate	
Tuition		Rate	
Senior		High 12,707 11,000 278	
Junior		High 11,260 10,261 289	

The following table shows the increase in the high schools at different years during the period 1900-1930:

Year	Number of Pupils
1900	8,214
1910	6,787
1915	7,532
1918	8,470
1920	11,772
1925	12,777
1928	13,907
1930	15,672

4. Number of Teachers

The number of teachers has increased during the period as the enrollment of pupils in high school has increased. In 1900 the total number was 144 and in 1930 the number increased to 271.

(1) Report of B. of Education, 1930-31, p. 47
(2) Report of B. of Education, 1930-31, p. 47
(3) Report of B. of Education, 1930-31, p. 47

Total number of teachers in the junior high school in 1934 is
(1)
612.

Teachers in the high school are appointed by the Board of Education after they have passed an examination. For this purpose two board of examiners are provided, one for division 1 to 9 (white) and the other for division 10 to 13 (colored).⁽²⁾ Each board is composed of the superintendent as chairman ex officio and not less than four, nor more than six members of supervisory or teaching staff. The designation of members of the supervisory or teaching staff for membership on these boards is made annually by the Board of Education on recommendation of the superintendent of schools.⁽³⁾

F. Administration

1. Board of Education

The Commissioners of the District of Columbia, authorized by Congress, appointed a Board of Education. It was composed of seven persons bona fide residents of the District of Columbia. The members of the board were appointed to serve for seven years except that the terms of the persons first appointed terminated one each year. The members received a compensation of ten dollars for each personal attendance at each meeting.

(1) Report of Board of Education, 1925-26, p. 57

(2) Ibid

(3) Compilation of Laws Affecting Public Schools, p. 41

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- (1) Report of Board of Education, 1933-34, p. 57
- (2) Ibid
- (3) Compilation of laws affecting public schools, p. 41

The duties of the board were as follows:

1. To appoint the superintendent and assistants
2. Power to appoint all teachers and officers and other employees
3. To transmit to the Commissioners of the District of Columbia an estimate of money required for
(1)
public schools.

In 1906 some changes were made, the organiz law stated:
"the control of the public schools of the District of Columbia is hereby vested in a new Board of Education to consist of nine members all of which shall have been for five years immediately preceeding their appointments bona fide residents of the District of Columbia and three of whom shall be women." The members of the Board of Education are appointed by the judges of the Supreme Court of the District of Columbia and
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serve without compensation for a term of three years.

Throughout the period of 1900-1935 men prominent in the affairs of Washington have served on the Board of Education and have given much of their time to help in the development of education ~~and~~ in the District of Columbia. The board determines the general policy which relates to the school and appoints the executive officers and teachers. Once a year it transmits to the Commissioners an estimate in detail of money required to run the public schools for the ensuing year.

(1) Compilation of Laws Affecting Public Schools, p. 13
(2) ~~Compilation of Laws Affecting Public Schools, p. 14~~

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2. Superintendent

One superintendent is appointed to have charge of all public schools. He holds office for a term of three years and directs and supervises all matters pertaining to instruction of all schools. He has a seat in the board and has the right to speak on all matters brought before the body, but has not the right to vote.

3. Assistant Superintendents

In 1929 two positions were created for two first assistant superintendents. These two officers act as deputy superintendents, one in charge of white schools and the other in charge of colored schools. Subsequently in 1929 an additional first superintendent in charge of business affairs and two superintendents for educational research were appointed.

(1) Total number in 1935 is 8, five white and three

(2) colored. The first assistant superintendents were designated before 1929 as assistant superintendents.

4. Principals

The success of the senior high schools in Washington has been partly due to the energetic work of the principals who have from time to time had charge of the various schools. They are appointed by the Board of Education with indefinite tenure of service. These principals have charge of the supervision of

(1) Report of Board of Education, 1929-30, p. 83

(2) From Office of Statistician, 1935

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The success of the public high schools in Washington has been partly due to the energetic work of the principals who have from time to time had charge of the various schools. They are appointed by the Board of Education with indefinite tenure of service. These principals have charge of the supervision of

(1) Report of Board of Education, 1939-40, p. 23
(2) From Office of Statistics, 1939

teachers and buildings in their charge. They hold staff meetings with the teachers and twice a month meet with the superintendent for discussion of any relevant school topic. (1)

5. Assistant Principals

Whenever the enrollment warrants it the principal is assisted in his work by an assistant principal. One assistant principal (female) may be appointed when the number of pupils exceeds 1,000. An additional male assistant is appointed when the number exceeds 1,500. With these appointments the principal has a chance to promote the improvement of classroom instruction as one assistant principal is known as dean of girls, and most of her work has to do with the girls of the school.

6. Heads of Departments

The high school heads of departments have a marked influence upon educational work of the various schools. At first there was some doubt as to their real status. The law places the superintendent in direct charge of the educational work of the system, including the high school. At another point the law states that the principal of the high school shall have sole educational and administrative charge of his own building and that the head of a department is in control of the respective lines of educational work and has only advisory power. (2)

The heads of departments in the high schools work under the direction of the superintendent and make reports to him con-

(1) Report of Board of Education, 1920-21, p. 14

(2) Report of Board of Education, 1917-18, p. 67

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(1) Report of Board of Education, 1930-31, p. 14
(2) Report of Board of Education, 1917-18, p. 27

cerning the educational phase of the work. They are in constant touch with the teachers and through monthly meetings bring before them many problems to be worked out.

7. Teacher

Since 1900 the Board of Education besides carrying out the desire of Congress for a closer and more uniform administration has placed the personnel on a strict merit system, marking the tenure of the teachers and other employees on efficiency and good behavior. The promotion of the teacher is based on efficiency records. The appointment of new teachers in the high school is through examination.

The standard teaching load for the teacher of academic subjects is 700 pupil hours a week, while the load for the teacher of shop work is 600 pupil hours a week. In connection with the teaching assignments, the attempt has been made to vary the program. The home room in the high school has a standard enrollment and plays a very important place in the high school, for it is here that the teacher and pupil are brought in closer contact.

8. Cost of the High School

The cost of administration of the high school is indeed important. Investigation of the appropriations made from time to time will reveal some interesting figures. Congress has been generous in many appropriations made, although in the last year some drastic reductions have been made. The following

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Columbia:

(1)
COST OF HIGH SCHOOLS

Instruction--General Supervision	
Salaries of Supervisors	\$ 30,792.00
Other expenses of Supervisors	100.00
Instruction Proper	
Administration	75,081.00
Clerical Service	35,287.32
Teachers Salaries	1,336,121.26
Educational Supplies	39,059.83
Textbooks, Library books	39,988.08
Coordinate Activities	
Compulsory attendance	61.38
Operation of School Plant	
Personal service, wages of janitors, engineers, etc.	203,670.48
Engineers' Janitors' sup- plies	7,166.66
Gas and Electricity	34,090.52
Fuel	51,079.07
Other expenses of operation	2,601.00
Fixed charges	
Pensions	53,126.18
Compensation Law	399.02
Maintenance of School Plant	
Repairs of buildings and upkeep of grounds	57,557.15
Repair and replacement of educational equipment and furniture	902.12
Capital Outlaw	
New buildings	500,815.16
Equipment for old buildings	27,272.27
Total.....	\$2,400,892.23

Summary of the History of the Development of Secondary Education in Washington, D.C.

When the site on the Potomac River was selected for the Capital of the Nation and became the City of Washington, provision for education was paramount among the things considered by the founders. Thomas Jefferson, because of his great interest in education, was made the President of the first Board of Trustees. He and other founders had in mind the establishment of an educational system which would be a model for the country--a complete institution which would embrace primary, grammar, high school and a college. This plan as worked out has been fulfilled in a large measure for the school system as it has been developed through the years has had different types of schools gradually added to the need was felt and today feel proud of a complete system of free education from the nursery school through teachers' college.

Public education when first established in Washington was the out growth of private schools and the desire to provide education for the poor children. In these early schools only children whose parents were unable to pay were admitted free. There grew up a distinction between the rich and poor which defeated for a time the real purpose of education. There was a struggle through the years to free the school from the pauper idea and there was not proper development until this was done.

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There is quite a contrast between the schools of the early period and the schools of the twentieth century when President of the United States, Senators, Congressmen and other people high up in official, social and business life sent their children to the public schools.

The first public schools were erected in Washington in 1806, in the Eastern and Western sections of the city and they filled the need until 1811 when they gave way to the Lancasterian system, which lasted until 1844. In 1840 Mayor Seaton brought a new spirit into education by advocating the New England plan of taxation, before this the schools were supported from tax on slaves and dogs, and license on hacks and carriages. With the introduction of many reforms and abolition of the Lancasterian schools some progress was made. From time to time men with progressive ideas came forward and pressed the need for better educational opportunities for the children of Washington and with the aroused public due to the daily press, Washington was ready to go forward in education.

The high school of Washington as developed was the outcome of a desire of a few pupils in the elementary school for more than an elementary school education. Classes were formed to meet this need and as the number increased a high school was established in 1882. This school was known as Washington High School but later became known as Central. There was such a demand for secondary education that it became necessary to

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open branch schools and Eastern and Western High Schools were organized. As these schools developed there came a demand for practical education and classes were opened at Central to meet this need as a result the business high school, now known as the Roosevelt High and the manual training school, now the McKinley High School were established.

Provision was not made for colored people in the early period of the school system, but with a change in their status, public education was provided and as a result the same type of education was provided at the M Street High School, now known as Dunbar High School. Out of this school developed the Armstrong Technical High School and the Cardoza Business High School.

Congress at first did very little for public education in Washington and to some extent the success of public education was hindered, but provision was made by law and the government now contributes to the support of the schools in the District of Columbia.

The following factors have played an important part in the development of the high school as it exist today in Washington:

1. Progressive Boards of Educational
2. Congressional Support of Schools
3. Interest in Education on part of public

open branch schools and Eastern and Western High Schools were organized. As these schools developed there came a demand for practical education and classes were opened at Central to meet this need as a result the business high school, now known as the Roosevelt High and the manual training school, now the McKinley High School were established.

Provision was not made for colored people in the early period of the school system, but with a change in their status public education was provided and as a result the same type of education was provided at the M Street High School, now known as Parker High School. Out of this school developed the Armstrong Technical High School and the Cardozo Business High School.

Congress at first did very little for public education in Washington and to some extent the absence of public education was hindered, but provision was made by law and the Government now contributes to the support of the schools in the District of Columbia.

The following factors have played an important part in the development of the high school as it exists today in

Washington:

1. Progressive Boards of Education
2. Congressional Support of Schools
3. Interest in education on part of public

4. Better preparation of teachers
5. Better equipped schools
6. Wide awake superintendent and other school officers
7. Compulsory education laws
8. Establishment of junior high schools
9. Desire on part of pupils for more education
10. Proper Organization and Administration

Secondary education is not perfect as it exist today in Washington, there is room for improvement. The need for expansion is felt and as this need is met, the school system under the guidance of well prepared officers and teachers will continue to develop in order to meet the goal intended by the founders--to stand as a model for the rest of the country.

4. Better preparation of teachers
5. Better equipped schools
6. More awake superintendent and other school

officers

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